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ABSTRACT

This unit is one of three self-contained modules for self-assessment, career exploration, and life skills designed for use with special populations (persons with disabilities, educationally and economically disadvantaged persons, persons with limited English proficiency, students in programs designed to eliminate sex bias, and prisoners) in vocational education classes. The module integrates student activities, an instructor guide, and a student guide written on the sixth- and seventh-grade reading levels. It includes a matrix of competencies and skills cross-referenced to the Missouri Pre-Employment and Work-Maturity Competencies, suggestions for teachers, a list of 18 videotapes, 6 lessons, and an appendix. The lessons cover the following: introduction to the module; personal interests; school options; aptitudes; basic workplace skills; strengths and weaknesses; and matching personal and job characteristics. Lessons include learner outcomes; information; assignment sheets; reviews; suggested activities and teaching suggestions and answers to assignment sheets and reviews (in the teacher's guide). The appendix contains a table matching personal and job characteristics. (KC)

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ED 367 823

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90-0731-I

INSTRUCTOR GUIDE

Occupational Preparation

MODULE One

Self ASSESSMENT

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Modules in this *Occupational Preparation* curriculum guide:

Module 1: Self-Assessment

Module 2: Career Exploration

Module 3: Life Skills

The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred.

OCCUPATIONAL PREPARATION

Module 1: Self-Assessment

(Instructor Guide)

Module 1 written by
Margaret Gunderson and Iva V. Presberry

Developed and revised by the
Instructional Materials Laboratory,
University of Missouri-Columbia,

in cooperation with

Vocational Special Needs and Guidance Services Section,
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Jefferson City, Missouri

Catalog Number 90-0731-I
1993

Foreword

A wide variety of occupational materials exists for use in the regular classroom, but relatively few have been created specifically for students from special populations. This instructional guide was developed to meet the need for a systematic approach which offers relevant and stimulating materials that also takes into consideration the uniqueness of students with special needs.

This *Occupational Preparation* guide is especially designed to meet the needs of 10th grade students who are members of special populations. Special populations include individuals:
- with disabilities
- who are educationally and economically disadvantaged (including foster children)
- of limited English proficiency
- in programs designed to eliminate sex bias
- who are in correctional institutions

In 1993, this guide was revised and packaged into three self-contained modules: *Self-Assessment, Career Exploration* and *Life Skills.* Student pages are white, and instructor pages are pink. Material is based on 180 hours of instruction for one year, one hour per day. Content was recommended by advisory committees and developed around a format which includes student classroom activities, an instructor guide and a student guide written on the *sixth and seventh* grade reading levels. Instructors are encouraged to supplement these materials from the wealth of information and activities that they have accumulated through their own experiences.

This curriculum provides a comprehensive framework for student development of the knowledge, skills and attitudes that will orient them to the world of work.

Acknowledgments

This curriculum was prepared to assist students and instructors in Occupational Preparation. Special attention was devoted to presenting the material contained in this curriculum in a manner that would meet the unique needs of students from special populations and their instructors.

Special thanks is extended to Vocational Special Needs and Guidance Section staff, Department of Elementary and Secondary Education, for recognizing the need for this material and for working with the advisory committees and the Instructional Materials Laboratory staff to bring the project to completion. The advisory committees' advice and recommendations have been incorporated in the writing of this curriculum and were responsible for the direction taken in presenting the material.

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How to Use This Publication

To meet the challenges of the times we live in, we must do what we can to enact the mission of the Carl D. Perkins Vocational and Applied Technology Act. It is the purpose of this Act "to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population."

The ultimate goal of this curriculum is to equip students with the basic tools they will need to prepare for the workplace. To help them reach this goal, students will complete self-assessment, career exploration and career preparation modules. The activities used will be teacher directed. However, students will be able to complete many of the activities independently.

Cross-reference to state and national competencies
In 1992, three Missouri agencies co-published the *Pre-Employment and Work-Maturity Competencies: A Guide for Practitioners*. The Missouri competencies identified in the practitioner's guide are endorsed by all three agencies: the Missouri Department of Elementary and Secondary Education, the Department of Labor and Industrial Relations, and the Department of Economic Development. In addition, Missouri competencies are cross-referenced to the U.S. Department of Labor's 11 pre-employment and work maturity competencies.

The Missouri list includes seven core competencies and related employability skills. Locally developed learner outcomes may, of course, be added, and local groups are encouraged to utilize the identified state competencies for development of their own pre-employment and work maturity systems. **Table 1** shows how this *Occupational Preparation* guide correlates to those two competency lists.

Suggested Activities/Instructor Preparation

(All modules)

- Have students start to develop portfolios that they could share with a potential employer.

- Have students complete each assignment at the appropriate time. Discuss their answers.

- * Have students individually complete the Lesson Review in class. Afterward, discuss responses and why the correct answers were the best choice.

- * If the students are maintaining a file folder, have them file the Lesson Review questions after they are graded.

Table 1. Competency/Skill Cross-Reference

Missouri Practitioner's Guide	**IML *Occupational Preparation***	**U.S. Department of Labor Pre-Employment Competencies**
A. Making career decisions		1. Making Career Decisions
A-1. Perform self assessment	Module 1, L2, L4, L6	
A-2. Explore occupational information	Module 1, L2-5 Module 2, L1-16	
A-3. Perform decision-making process		
B. Using labor market information		2. Using Labor Market Information
B-1. Identify sources of information		
B-2. Use labor market information		
C. Preparing a resume	Module 3, L8	3. Preparing Resumes
C-1. Collect resume data		
C-2. Develop a resume		
D. Completing the job application process	Module 3, L8	4. Filling Out Applications
D-1. Prepare letters of inquiry		
D-2. Provide accurate educational data		
D-3. Provide accurate work history data		
D-4. Provide accurate personal data		
D-5. Provide accurate reference information		
D-6. Fill out job application form		

Missouri Practitioner's Guide	**IML *Occupational Preparation***	**U.S. Department of Labor Pre-Employment Competencies**
E. Demonstrating effective interviewing skills	Module 3, L8	5. Interviewing
E-1. Present proper appearance		
E-2. Prepare for interview		
E-3. Greet the interviewer		
E-4. Participate in the interview		
E-5. Respond to interview closure		
E-6. Prepare a letter of follow-up		
F. Demonstrating knowledge of the proper work attitudes and behaviors	Module 3, L8	
F-1. Be dependable		6. Maintaining Regular Attendance
F-2. Be punctual		7. Being Consistently Punctual
F-3. Maintain a positive attitude and behavior		8. Demonstrating Positive Attitudes and Behavior
F-4. Complete tasks effectively with or without supervision		9. Completing Tasks Effectively
F-5. Practice good grooming and personal hygiene		10. Presenting Appropriate Appearance
F-6. Recognize legal issues in the workplace		
G. Demonstrating knowledge of effective interpersonal skills		11. Exhibiting Good Interpersonal Relations
G-1. Communicate with others	Module 1, L5 Module 3, L1	
G-2. Maintain relationships with others	Module 3, L8	

Helpful Resources

These resources for Module 1 of *Occupational Preparation* are listed by source for ease in planning supplemental materials. Resources with a pound sign (#) are available for Missouri educators on a free-loan basis. Contact the Missouri Vocational Resource Center, Instructional Materials Laboratory, 8 London Hall, Columbia, MO 65211, 800/392-7217 or 314/882-9610 (FAX 314/882=9935).

Video:# *Why Writing Is Important,* SN V12 (:15), 1990.

Why Reading Is Important, SN V13 (:20), 1990.

How to Get Along with Monsters, Mummies, Aliens from Outer Space and Your Boss, SN V14 (:15), 1990.

The Seven Phases of a Job Interview, SN V15 (:38), 1988.

The Successful Job Interview, SN V16 (:20), 1988.

Applied Communications series. (:25 each), 1988:
"Module 1: Communication in the Workplace," R V23.
"Module 2: Gathering and Using Information in the Workplace," R V24.
"Module 3: Using Problem-Solving Strategies," R V25.
"Module 4: Starting a New Job," R V26.
"Module 5: Communicating with Co-Workers," R V27.
"Module 6: Participating in Groups," R V28.
"Module 7: Following and Giving Directions," R V29.
"Module 8: Communicating with Supervisors," R V30.
"Module 9: Presenting Your Point of View," R V31.
"Module 10: Communicating with Clients and Customers," R V32.
"Module 11: Making and Responding to Requests," R V33.
"Module 12: Communicating to Solve Interpersonal Conflicts," R V34.

Careers 2000--Fitting into the Workplace of the 21st Century, R V56 (3 parts, 15 min each), 1991.

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NOTE: Page numbers listed are for the student guide. The instructor guide's lessons (pink pages) immediately follow the student guide's lessons and are paginated separately. (Ex.: IG-1).

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Lesson 1: Introduction

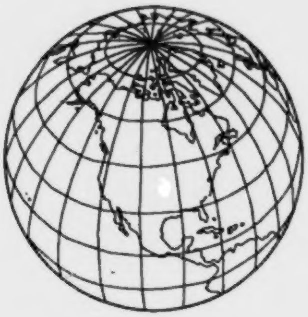
Learner Outcomes

#1. Describe why current and future workers will need to work hard to prepare for jobs that are being created today.

#2. Identify contents of the three modules developed for this *Occupational Preparation* series.

#3. Identify expected learner outcomes for this class.

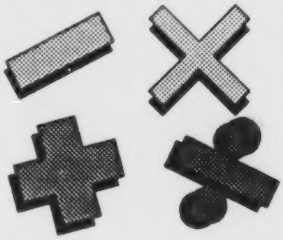
#1: Jobs of today and tomorrow



Since you have been old enough to understand, you have heard that the world is changing very rapidly. The changes which will affect your generation greatly outnumber those which affected your parents' generation.

There have been changes in the sizes of families and the roles of family members. Technologies affecting communication, transportation, entertainment, business and industry have created mind-boggling changes. Each of these has made a big difference in the way our workplace looks and operates today.

By working through this *Occupational Preparation* series, you should discover a great deal about yourself that will help you prepare to meet the challenges occurring daily in employment. These changes are why you should work hard to prepare for the jobs that are being created today.



The Bureau of Labor Statistics is one of the federal agencies we rely on most to let us know about past and future jobs. The Bureau says that by the year 2000, most of the 21 million new jobs will be in the service sector. Many will require that workers have higher levels of mathematics, language and reasoning abilities.

A study called "Work Force 2000" says that people looking for jobs now are not well matched with the new jobs being created. Millions of new workers do not have the basic skills needed.

Tech prep will be discussed briefly in this series. Tech prep is a multi-level link involving a secondary school and a postsecondary school (and/or apprenticeship). These schools work together to encourage students to continue to at least the two-year college (associate degree) level. One or more years must be at a high school level institution, and at least one year is at an adult/college level institution. In some instances, this program will allow students to earn college credit while still in high school.

#2: Contents of this series

The *Occupational Preparation* series will contain three modules. Each **module**, or self-contained unit, will be provided by your teacher at the most appropriate time. The teacher will also present activities to help you remember the concepts you learn. There will be several activities for each lesson, so be sure to ask if you need additional practice.

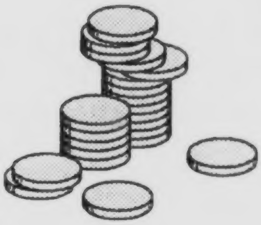
Module 1 is *Self-Assessment*. While studying this module, you will get to know yourself better. Why is this important? So that you know your strong points and the things which must be improved in order to prepare for the jobs of today and tomorrow.

Not only have the jobs we do changed, but the makeup of the work force has also changed, and will continue to change. For example, the number of women in the work force increased by 51% between 1975 and 1990 and is expected to increase by another 26% by the year 2005. Women are expected to account for more than 57 percent of work force **growth** by 2005.

Blacks, Asians and other minorities are expected to make up 28 percent of the labor force **growth** by the year 2005. During this same period, Hispanics are expected to make up a similar percentage. These groups, plus white women, will account for close to 65 percent of labor force growth. (*Outlook: 1990-2005 Labor Force Projections,* Department of Labor, Bureau of Labor Statistics, Nov. 1991.)

As you learn more about yourself and become more confident in who you are, you are more open to learning about others and their cultures. In becoming more sensitive to the needs of others, you learn to get along with others better.

Module 2 is *Career Exploration.* This module will explore 15 career clusters. They are called clusters because each area has many groups of related careers. Both traditional and newly created jobs are presented in each cluster.



Module 3 is *Life Skills*. In this module you will learn about the one area that employers say is most critical to job success: work maturity. If employees entering the workplace have a good grasp of life skills, employers feel that they can teach many of the job-specific skills.

Some other skills in this module include money management, self-esteem and personal values, decision-making, goal-setting, community awareness, and maintaining good health (physical and mental).

#3: Expected learner outcomes

This series will have met its goals if you better understand yourself and that workplace success requires education and training beyond high school. Workers must develop critical thinking skills and be willing to change. They must be prepared to transfer skills and knowledge from one job to the next.

Workers must become accustomed to thinking ahead and offering suggestions for changes to help improve working conditions. The workplace should provide an opportunity to grow, develop and contribute. It should be more than just a place to earn an income.

Assignment Sheet 1: Student Survey

Directions: Please print legibly as you complete the survey below.

Name________________________ Parent/Guardian__________________

Home address___________________________ City____________________

State______ ZIP___________ Home phone________________ Student no._____

Class schedule

First semester

Class Room no. Teacher

1.___________________________

2.___________________________

3.___________________________

4.___________________________

5.___________________________

6.___________________________

7.___________________________

8.___________________________

Second semester

Class Room no. Teacher

1.___________________________

2.___________________________

3.___________________________

4.___________________________

5.___________________________

6.___________________________

7.___________________________

8.___________________________

Work experience

Company name Position title Dates (From - To)

____

____

____

Hobbies/Interests

____

____

____

Clubs/Sports/Activities

____

____

____

Lesson 1 Review

Directions: For each question, place a check mark on the line in front of the answer.

1. How is the *Occupational Preparation* series divided?

__a. Three chapters or self-taught books
__b. Three modules or self-contained units
__c. Four chapters
__d. Four modules

2. What will you learn about in this series?

__a. Self-assessment
__b. Career exploration
__c. Life skills
__d. Tech prep
__e. All of the above

3. Which is an expected learner outcome for this series?

__a. The learner will realize that success in the workplace requires education and training beyond high school.
__b. The learner will have a job and will be working successfully.
__c. The worker's critical thinking will help make changes in the way employers hire new workers.
__d. None of the above

4. What information is available from the Bureau of Labor Statistics?

__a. How many smart people are hired in our state
__b. Information about past and future jobs
__c. Who will be hired and who will lose jobs soon
__d. None of the above

5. Why must current and future workers do more to prepare for jobs that are being created today?

   __a. Future workers will have to work longer hours.
   __b. Future workers will be expected to manage their workplaces.
   __c. Additional training and education will be required to do the new jobs.
   __d. All of the above

6. What is tech prep?

   __a. Job training program
   __b. Career exploration program
   __c. Educational link
   __d. Labor statistic
   __e. Work project

7. Which is a life skill taught in Module 3?

   __a. How to buy the right clothes
   __b. Money management
   __c. Exploring a career cluster
   __d. Exploring strengths and weaknesses

8. In which ways will the work force be different by the year 2005?

   __a. Women are expected to make up 30 percent of growth in the work force.
   __b. Blacks, Asians and other minorities will make up 28 percent of work force growth.
   __c. Seventy-five percent of work force growth will be by white males.
   __d. All of the above

9. What results when we learn more about ourselves?

   __a. We become more confident in who we are.
   __b. We are more willing to learn about others and their cultures.
   __c. We become more sensitive to the needs of others.
   __d. We get along with others better.
   __e. All of the above

10. How many career clusters will be explored in Module 2, *Career Exploration?*

__a. Five
__b. Ten
__c. Fifteen
__d. Twenty
__e. None of the above

TO THE INSTRUCTOR

Lesson 1: Introduction

Learner Outcomes

#1. Describe why current and future workers will need to work harder to prepare for jobs that are being created today.

#2. Identify contents of the three modules developed for this *Occupational Preparation* series.

#3. Identify expected learner outcomes for this class.

Materials and Resources

Student guides
Assignment Sheet 1: Student Survey
Lesson 1 Review

(Outcome 1)

- Stimulate discussion among the students by asking questions such as these: 1) From reading newspapers, listening to the news and other communications, what have you learned about the ways the job market has changed since your parents were your age? 2) Is it important for a person to like their job? Why or why not? 3) What would you like to learn more about in this class?

(Outcome 2)

- The *Occupational Preparation* curriculum guide is set up in three modules: *Self-Assessment, Career Exploration* and *Life Skills.*

(Outcome 3)

- These modules, although designed for individuals of special populations, will be useful to anyone who is motivated or wishes to motivate others for greater success in job-market preparation.

  The modules should be useful to vocational or academic educators who wish to teach critical thinking skills, which will be invaluable in today's changing work force. We will briefly explore tech prep as a multi-level link that better articulates and promotes the continuation of learning from high school to post-secondary training. All workers must be convinced that learning is a lifelong process if the challenges of today's changing work force are to be met.

Suggested Activities

- One way to get to know your students better and to plan activities that appeal to them is to do a survey the first week. Use Assignment Sheet 1: Student's Survey. Collect and file the surveys in a convenient place.

Answers to Lesson 1 Review

1. b
2. e
3. a
4. b
5. c
6. c
7. b
8. b
9. e
10. c

Lesson 2: Personal Interests

Learner Outcomes

#1. Describe why it is important to think about interests when choosing a job.

#2. List the four job groups.

#3. Identify working conditions for different jobs.

#4. List two kinds of compensation (rewards) for doing work.

#1: Doing something you like

People who enter the workplace unprepared usually end up unemployed or unhappy with their jobs. The pay is often low and the duties may be uninteresting and unpleasant. On the other hand, people with vocational or additional training beyond high school have better chances of successful careers or occupations. They usually earn higher wages and advance in their occupations more easily.

Choosing the right occupation is one of the most important decisions you will ever make. A great portion of adult life is spent working. For example, a person who starts working full time at age 25 and works until age 65 will work a total of 80,000 hours (40 hours a week, 50 weeks a year, 40 years). In addition, work often has great influence on a person's life--choice of friends, recreational activities and housing.

Knowing the things you are interested in will help in trying to find occupations that are stimulating. What do you like? What do you dislike? What would be an ideal situation to work in? What **compromises** (things you are willing to give up) would you make?

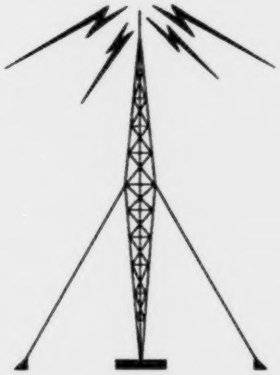
Decide what is important to you. Identifying interests will help in setting priorities. Then you will have a better idea about what decisions to make concerning jobs.

#2: People/data/things/ideas

Most jobs can be grouped by how much time is spent working with people, data, things or ideas. Most jobs require us to work with each of these areas for at least part of the time. The amount of time we spend with each will determine how the job possibilities are grouped.

If you prefer to work with **people**, then the helping professions might be enjoyable. In these types of jobs, workers serve, care for people or work in sales. Teachers, hospital attendants, nursing home workers and sales clerks work mainly with people.

If you prefer working with **data** (information), then working with facts, numbers, files or business information might be a good choice. Bookkeepers, bank tellers and computer operators work mainly with data.



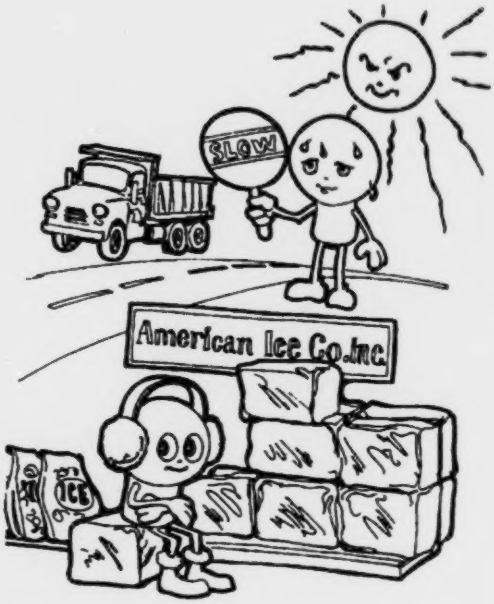
If you really enjoy working with tools, machines or materials, explore jobs involving **things.** Some of these occupations include cooks, construction workers, mechanics and technicians.

Creative people often prefer working with **ideas**. These people choose jobs that require them to produce new ways of expressing ideas with words, music or figures. Some writers, scientists and artists work mainly with ideas.

#3: Working conditions

Consider where a potential job will take place. How comfortable you are in the environment (conditions around you) has a big effect on the job choice. This comfort checklist has seven main points:

- Weather
- Temperature
- Dampness
- Noise
- Movement
- Air conditions
- Risks



For example, if many of your interests take place outdoors, then **weather** conditions probably do not bother you. In fact, a job that takes place outside most of the time might be the best choice.

Another part of comfort is **temperature.** How well can you put up with temperature changes? If you absolutely hate being hot, then becoming a furnace stoker or a presser at the dry cleaners would not be good choices.

How does humidity (the amount of water in the air) or **dampness** affect you? People who love water activities might get along fine as divers or sailors. But those who do not like humidity need to think carefully before becoming dishwashers or laundry attendants.

If your interests revolve around quiet activities, explore jobs that take place in quiet surroundings. Noise affects people differently. Some people cannot stand loud machine noises, but noise from other people does not bother them.

How does **movement** affect your body? Do you like to be on the move, or do you get motion sickness easily? Motion sickness can be overcome, but it does make working on boats, trains, planes or buses less appealing.

Consider how strong or unpleasant smells affect you. If **air conditions** matter a lot to you, they should be considered when exploring jobs.

The last point of comfort deals with how much **risk** you are willing to take. Jobs have two kinds of risk--physical (where the worker could get hurt or be killed) and mental (when the worker has to handle stress or tension).

Risk is seen differently by different people. For example, an electrician who works on high voltage wires may enjoy the excitement of taking a chance. The electrician might look at this risk as a challenge. Remember that enjoying a job means liking **what** you do and **where** you do it.

People with physical disabilities or limits may sometimes have a greater risk factor on the job. If you have a disability, working conditions should be a top priority in searching for an occupation that is right for you.

DO ASSIGNMENT SHEET 1.

#4: The rewards of work

While learning about interests and how they relate to finding a job, look at the compensation (rewards). There are two basic rewards:

1. Tangibles (things that are given to workers that can be seen or experienced) and

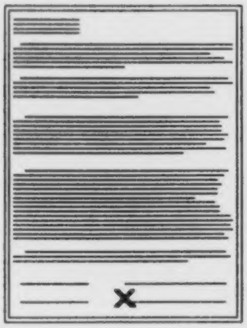
2. Personal satisfaction.

Both kinds are important, but the kind that means the most to you should have an effect on the jobs you explore.

Money is a compensation that is important to workers. Fewer people would work if they were not paid. Money is earned from others (usually the employer) and workers receive it each payday. In most countries, the amount of money a person has determines how well he/she lives.

When exploring jobs, think about the pay and how it will help in living the way you want to live. On jobs that pay a set **salary,** the pay remains the same, no matter how many additional hours you work. Salaries differ according to how specialized the job skills are, how much experience and training workers have, and so on.

Some salaries are paid on a weekly, monthly or annual basis. Other salaries are not set--workers get a percent of the amount they sell. This is called a **commission.**



People working jobs with an hourly wage earn money based on the approved hours they work. Workers receive **overtime** pay when they must work more than 40 hours a week. Other methods of payment include piecework, tips and bonuses.

Some jobs offer non-cash compensation called **fringe benefits.** Fringe benefits may include sick leave and medical and life insurance. Others include gifts, trips and paid vacation. With jobs involving travel, the company may provide transportation or pay for expenses. Sometimes these rewards cause an employee (a hired worker) to do more, work extra hours, be away from home and family, or take extra risks.

Another important benefit involves the **opportunities** for growth in a career. Workers need to be aware of the potential for such things as raises and advancing from one job to another.

As important as money is, **personal satisfaction** is one of the greatest rewards of all. If you like your job, you will work harder. You will go beyond what is required because of the personal satisfaction that comes from knowing that you have done well. You will continue to improve the skills needed for the job and take great pride in your work. Hopefully, most workers will experience this kind of reward.

Another example of a personal reward is when a worker does something useful for others. This feeling of **importance** comes when workers are told their work has been done well.

DO ASSIGNMENT SHEET 2.

Assignment Sheet 1: Working Conditions

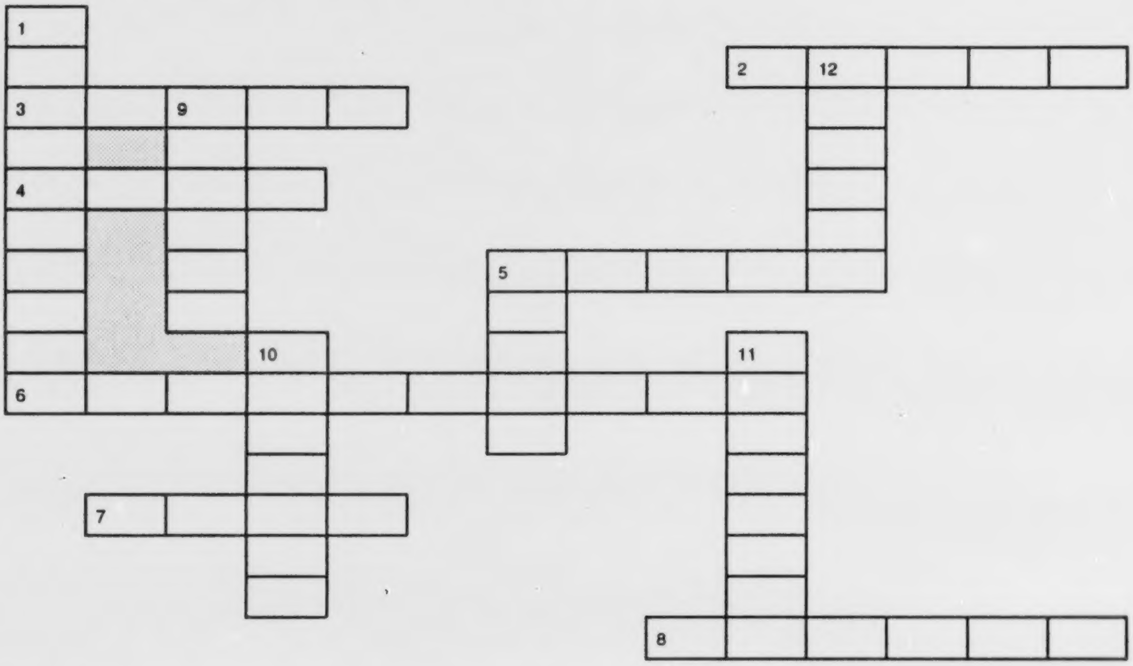
Directions: Several jobs are listed on one side and job conditions are listed on the other side. Match the job with the best description. (Not all descriptions will be used.)

___ 1. Farmer
___ 2. Fire fighter
___ 3. Receptionist
___ 4. Miner
___ 5. Demolition expert
___ 6. Laundry attendant
___ 7. Librarian
___ 8. Engine mechanic
___ 9. Butcher

a. Works with people indoors
b. Has limited air flow
c. Constantly moves up and down
d. Works outdoors
e. Works in a quiet place with things
f. Works with heat
g. Works in the cold
h. Works in humidity
i. Takes great risks
j. Works with equipment and sometimes with great noise

Assignment Sheet 2: Crossword Puzzle

Directions: Use the clues below the puzzle to fill in the missing words. If you need help, look for the words in outcome #4.



Across

2. Compensation used to buy things
3. Caring about your work and doing your best
4. Danger, challenge
5. Presents or rewards
6. To feel or undergo something
7. Overtime means doing more ____
8. Worthwhile; can be used or appreciated by others

Down

1. Not one-of-a-crowd, a feeling of ____
5. Opposite of taken
9. Opposite of outside
10. What you get from a job
11. Rewards that you can't see or touch
12. Not yourself, but ___

Lesson 2 Review

1. Most interests can be divided into four major groups. List them on the lines below.

   Most people prefer working with either ____________________, ____________________, ______________ or ________________.

2. List four working conditions that can make a difference in work comfort.

   ______________________ ________________________

   ______________________ ________________________

3. There are two kinds of compensation (a) things given to you and (b) feelings inside yourself. List two examples of each kind of compensation.

   a.________________________ ____________________________

   b.________________________ ____________________________

4. Describe in your own words why it is important to think about interests when trying to decide on which job you want.

TO THE INSTRUCTOR

Lesson 2: Personal Interests

Learner Outcomes

#1. Describe why it is important to think about interests when choosing a job.

#2. List the four job groups.

#3. Identify working conditions for different jobs.

#4. List two kinds of compensation (rewards) for doing work.

Materials and Resources

Student guides
Student file folders and portfolios
Assignment Sheet 1: Working Conditions
Assignment Sheet 2: Crossword Puzzle
Appendix: Matching Personal and Job Characteristics
Lesson 2 Review

Suggested Activities

- Have the students complete Assignment Sheet 1. Discuss their answers.
- Following the assignment sheets, ask the students to make a list of 10-20 things they enjoy doing. Then have them categorize each one P (with or for people), D (data or information) T (things) or I (ideas). Have them rank the five things on their list they enjoy most.
- Place the students into groups of people, data, things or ideas (according to the activities they identified as their first or second priorities). Some groups may need to be divided again if they are too large. Try to have representatives for all four categories, if possible.

- Have the students discuss different jobs that relate to the activities they said they enjoyed doing. What different working conditions exist for each? Let a reporter from each group share at the end of the time limit you set.

- This could be a good time to introduce the *Occupational Outlook Quarterly* tables, which are located in this module's appendix. These tables could be used with each lesson in the module. Explain clearly how the tables are set up. They could also be used as a reference to expand the above activity.

Other Activities

- Assist the students in creating and carrying out a survey that questions workers about their interests (hobbies, etc.). They may want to include the hobbies the workers had when they were younger.

- Have students set up a Hobby Show where they bring examples or explain about one of their interests. Each exhibit should also include a list of jobs that might relate to that interest.

- Invite a local business owner to speak to the class about how s/he turned a hobby into a business. Be sure the presenter gives a realistic picture of the money, time, training and effort involved.

Published Resources (See also Published Resources in the last lesson of this module for instruments and guides that relate to interests.)

1. *Occupational Outlook Quarterly.* Fall ed. Washington, DC: U.S. Department of Labor, 1992.

2. "VIESA (Vocational Interest Experience and Skill Assessment) Career Guidebook: Charting Your Future." Iowa City, IA: The American College Testing Program, 1992.

Answers to Assignment Sheet 1: Working Conditions

1. d
2. f
3. a
4. b
5. i
6. h
7. e
8. j
9. g

Answers to Assignment Sheet 2: Crossword Puzzle

Across

2. Money
3. Pride
4. Risk
5. Gifts
6. Experience
7. Work
8. Useful

Down

1. Importance
5. Given
9. Inside
10. Rewards
11. Feelings
12. Others

Answers to Lesson 2 Review

1. People, data, things or ideas

2. (Any four of the following) Weather, movement, temperature, air conditions, dampness, risk, noise

3. a. Money, fringe benefits (gifts, trips, vacation, medical or life insurance, company transportation)
   b. Personal satisfaction, pleasure, pride, usefulness, importance

4. We spend lots of time working; therefore, it is important to enjoy what we do. (The students' answers will vary.)

Lesson 3: School Options

Learner Outcomes

#1. Describe how school helps prepare for a career.

#2. Give examples of school activities that relate to specific jobs.

#1: Preparing for your future

Going to school is one of the best ways to prepare for a future career. School courses and activities should help students better understand themselves and the world around them. Unfortunately, many people find out too late that school has a strong impact on the type of job and income they receive in their adult lives.

CERTIFICATE OF
Award

School broadens your thinking and teaches you on-the-job skills. Most employers prefer to hire people who have at least graduated from high school. They want workers who have good reading, writing and math skills.

School programs teach a variety of skills that are needed to become an independent adult.

A wide range of classes helps students develop new interests and become creative. As students learn new ways to use ideas or things, they are developing skills that will help them later on the job.

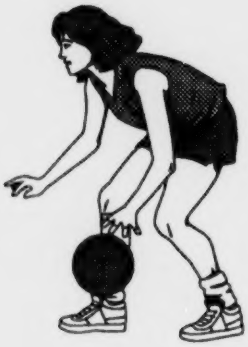
When looking at school classes or activities and how they relate to different jobs, apply what you learned in Lesson 2. Do the subjects you like deal with information, people, ideas or things? What kinds of rewards do they offer? What kind of rewards mean the most? Knowing these things can help you explore occupations and find the right one.

#2: Extracurricular activities

Learning at school takes place outside the classroom, too. School-sponsored activities, clubs and sports all help give you guided experiences and prepare you for the future. These **extracurricular activities** teach students responsibility while having fun. Students learn how hard work and commitment pay off. They also learn how to become good leaders. Being a good team player is very important at school and on the job.

The classes and activities you enjoy most at school can help you identify your strongest interests. This is why you should do your best in school.

Being interested in something makes it easier to learn that skill. It can work another way, too--the better you become at a skill, the more interested you will be. Be involved in lots of activities. The more activities you try, the easier it will be to identify your true interests.



For example, a student athlete must come to practices on time, work hard and be a good team player. The athlete must be loyal to the team and respectful to the coaches, even when they do not agree. Athletes' behavior and character can affect the public image of the team. They must keep up in schoolwork, too.

Another example might involve students who are preparing to compete in vocational or industrial club competitions. They have similar sacrifices to make if they expect to do well. Yet, the students are willing to do these things because they know that their hard work will pay off in the performance **and** in life.

What is learned from an activity often depends on the effort put into it. Being willing to try, to be responsible and to get along, are useful habits that will help you on the job and in life. Getting along with your advisor or coach is just as important as getting along with your boss or neighbor.

DO ASSIGNMENT SHEETS 1, 2 AND 3.

Assignment Sheet 1: School Interests

The classes or activities you like in school and those you do well in are clues to the kinds of jobs that might be best for you. The chart below lists 11 school areas and the job fields that relate to them. Remember that the more interests (and success) you have in school, the more jobs you have to choose from.

1. Read each of the school areas and job possibilities below.
2. Select five school areas that you like most and rank them. Number 1 should be the one liked most and number 5 should be the one liked least of the five choices.
3. Under the **Rank/School Area** for the five chosen, write the title of a job you might do related to that area. For example, under Agriculture you might write the job title *grounds keeper.* Use the **Job Possibilities** clues to help you.

Rank/School Area	**Job Possibilities**
___Agriculture	Jobs that are related to farming, deal with nature and the environment or animals, or recreational jobs
___Art	Jobs in fine arts (such as acting, dancing, painting and designing); advertising; and personal service (require doing creative things for others)
___Home Economics	Jobs that involve family care, manufacturing or selling things used in family care, public service, health care, hospitality (such as hotel management)
___Industrial Technology	Jobs in manufacturing, sales, industrial business or construction
___Languages/Literature	Jobs in the communication industry or media, office or receptionist work, sales, public service or personal services where you communicate with the public
___Math	Business and office jobs, manufacturing, sales positions, jobs that involve studying the environment

___Office	Business and office technology, sales, management
___Physical Educ./Sports	Professional sports, recreation, construction, health-related jobs, public service
___Science/Health	Jobs that deal with nature and the environment, health, agribusiness or transportation
___Social Studies	Personal service jobs that deal with people, business and office, public service or health
___Vocational/Technical	Jobs in transportation, manufacturing, construction or personal services

Assignment Sheet 2: School and Me

Directions: Mark the statement that best describes your attitude toward school. Then answer honestly, in your own words, the questions below.

Attitude toward school	Never	Sometimes	Usually	Always
1. Do you try to do your best?				
2. Are you responsible in your classes (doing homework, getting assignments in on time and so on)?				
3. Do you try to get along with your teachers?				
4. Do you try to get along with your classmates?				
5. Do you think of school as a way of getting ready for the future?				

What is your idea of the best kind of teacher?

What is your idea of the best kind of class?

Assignment Sheet 3: Pick a Class

Directions: Below are 10 different jobs. Using the list of classes offered at your school, choose three classes that could help prepare a worker for each of the 10 jobs.

Job-related classes/activities

1. Auto mechanic: ______________________, ______________________,
____
2. Hospital orderly: ______________________, ______________________,
____
3. Police officer: ______________________, ______________________,
____
4. Receptionist: ______________________, ______________________,
____
5. Sign painter: ______________________, ______________________,
____
6. Preschool teacher: ______________________, ______________________,
____
7. Electrician: ______________________, ______________________,
____
8. Dental assistant: ______________________, ______________________,
____
9. Chef: ______________________, ______________________,
____
10. Building inspector: ______________________, ______________________,
____

Lesson 3 Review

Directions: Read the following sentences carefully. If a sentence is true, circle the letter T. If it is false, circle the letter F.

T F 1. A wide range of school courses exposes you to new interests.

T F 2. Many classes teach skills that you can use in the job you choose.

T F 3. School requirements limit your thinking.

T F 4. In school, only classes help prepare you for the future.

T F 5. Most employers do not care if employees graduate from high school.

T F 6. Your attitude toward school helps develop your attitude toward work.

T F 7. The better you learn to do something, the more interested you usually are in it.

8. School courses and activities can relate to different kinds of jobs. List one class (not this one) and one activity in your school. Then list a job that relates to each one. Tell what a person with that job will do. How do his/her duties relate to this class or activity?

Class:____________________ Related job:________________________

Job duties:____

How related:____

School activity:_______________________ Related job:______________

Job duties:____

How related:____

School activity:_______________________ Related job:______________

Job duties:____

How related:____

Lesson 3: School Options

Learner Outcomes

#1. Describe how school helps prepare for a career.

#2. Give examples of school activities that relate to specific jobs.

Materials and Resources

Student guides
Student file folders and portfolios
Assignment Sheet 1: School Interests
Assignment Sheet 2: School and Me
Assignment Sheet 3: Pick a Class
Lesson 3 Review
School/district course catalog

Suggested Activities

- Introduce the *Occupational Outlook Quarterly* tables (appendix). Explain how the tables are set up.
- Suggest that students use the *Occupational Outlook Quarterly* tables to expand Assignment Sheet 1. Have them identify job titles to match the descriptions under the Job Possibilities category. Have the students use the tables to expand the activities in other ways.
- Distribute a handout with the subject divisions and the titles of programs and courses offered in your district. Students should use the handout to do Assignment 3: Pick a Class. Discuss how different courses relate to careers.

Optional Activities

- Invite the school superintendent to visit the class and explain how the school is run (administration organization, school board, etc.). Ask who decides what courses will be offered and how school helps prepare students for a career.

- Invite representatives from local businesses (employers or personnel managers) to form a panel to discuss why they prefer to employ high school graduates rather than dropouts. (Be sure the representatives you choose *do* prefer graduates.) Prepare questions for the panel ahead of time.

- Help the students create and conduct a survey of all school personnel by asking what their favorite courses were in high school. Collate the results and see if a pattern develops.

Published Resources

See Published Resources section in the last lesson of this module for instruments and guides that relate to school interests.

Answers to Assignment Sheets 1 and 2

Answers will vary. Discuss the implications for responses to Assignment 2.

Answers to Assignment Sheet 3

Answers will vary. The following are possible answers to consider as you and your students discuss classes which would be helpful to prepare for these occupations.

1. Auto mechanic
   General Math/Applied Math, Algebra, Physical Science, Trade and Industrial Technology

2. Hospital orderly
   Health and Human Care, Life Science, Social Studies, Trade and Industrial Technology

3. Police officer
   Language Arts, Physical Science, Social Studies, Physical Education, Business, Health and Human Care

4. Receptionist
   Language Arts, Speech, Business, Math, Social Studies, Office Technology

5. Sign painter
   Art, Math, Drafting, Home Economics, Trade and Industrial Technology

6. Preschool teacher
   Child Development, Speech, Art

7. Electrician
   Algebra, vocational classes

8. Dental assistant
   Biology, Health and Human Care, Physical Science

9. Chef
   Foods, Math, Health and Human Care

10. Building inspector
    Drafting, Vocational Building Trades, Math

Lesson 4: Aptitudes

Learner Outcomes

#1. Name physical aptitudes used by workers on the job.

#2. List mental aptitudes used by workers.

#3. Name personality aptitudes used by workers.

#4. Explain how aptitudes can relate to jobs.

In earlier lessons, you learned how important it is to look at, or evaluate, everything about yourself. Another word for evaluate is assess. The process of assessing yourself as you prepare for the work force can be called **self-assessment**.

Ability is the power to do something. People are born with natural abilities. A **skill** is something that a person can do well. Most skills are developed when people use their natural abilities and practice until they are good at what they do.

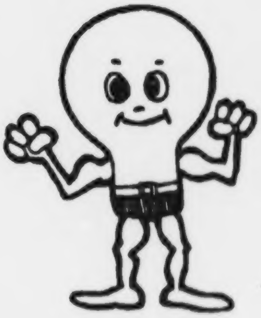
Natural abilities, or aptitudes, are strengths. Some abilities come naturally and are easy to do. These are called **aptitudes** or talents. They help to determine the kind of work at which you will be good.

This lesson is about the importance of assessing natural abilities or **aptitudes**. In the process of learning more about your natural abilities, you will be able to see how they fit into your search for the right occupation.

#1: Physical skills

No matter how quickly jobs are changing, there will always be those that demand **physical skills**. Strength and stamina (endurance) are physical aptitudes. They are necessary for jobs that require lifting or carrying, pushing or pulling, and staying in one position for a long time.

Construction workers, occupational therapists, baggage loaders, tree nursery workers and farmers must have strength and stamina.



Some workers need good **coordination.** Coordination (how well the parts of your body work together) is another physical aptitude. Coordination helps workers to climb, balance, bend or react quickly to what they see.

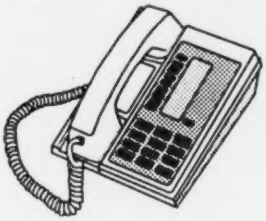
Fire fighters, waitresses and bus drivers depend on good coordination to help them in their jobs.

Dexterity means how well you can move your hands, fingers, legs and feet.

Most factory workers must have good hand and finger dexterity to pick up tiny objects or to solder small parts. Dancers and truck drivers depend on leg and foot dexterity to do their jobs. Graphic artists, musicians, sign language interpreters, data entry operators and dental hygienists depend on good finger dexterity.

People with physical disabilities must find ways to get the job done. If you have a disability, keep it in mind during the search for the right job. Learn what kind of accommodations (assistance, adjustments, tools and equipment) are available to overcome limits. Workers with disabilities must emphasize their strengths to employers.

Sensory skills (how well your senses work) are the last group of physical aptitudes. Workers must assess which physical aptitudes are needed. How much will the job depend on the worker's senses of sight, hearing, smell, touch and/or taste?



Telephone operators need to be able to speak clearly. Being able to hear well is important for police officers, receptionists and many other workers. Seeing clearly and correctly is necessary for pilots, bus drivers, train engineers and bookkeepers.

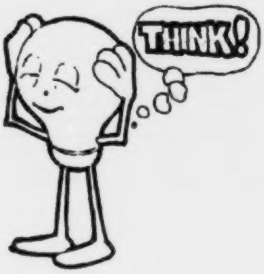
Workers who sort things need to be able to identify colors. Food workers use sensory skills such as taste and smell. Meat cutters, woodworkers and tailors all depend on the sense of touch in their jobs.

All our senses help us do jobs better, but in some careers, job success depends on how **well** our senses work.

Students with physical disabilities have an even greater task. These students may need to explain what they will need on a job to overcome their physical limitations. Some may need vision aids, sign language interpreters, large print materials or a raised or lowered table to help them work better. Their self-assessment is extremely important.

DO ASSIGNMENT SHEET 1.

#2: Mental aptitudes



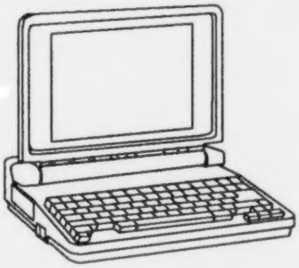
Just as each person has different physical strength, a person's mental strength varies, as well. We learn at different rates for different reasons. People who enjoy reading usually read more and therefore become better readers. People become better at almost anything that they do often. However, some people learn quickly without working very hard. We might say they have strong mental aptitudes or skills.

Strong mental aptitudes can be determined by how well a person can use mental skills such as concentration, remembering or thinking.

All workers must use some concentration, memory and thinking on the job, but some careers center around these mental skills. When you think about jobs you would like to explore, keep in mind how much mental ability is needed to do that job.

Movies often make certain careers seem glamorous. Examine all the requirements of an occupation before deciding on it.

Some workers have to pay close attention to details, while others concentrate on the big picture. Computer operators, typists and many assembly line workers concentrate daily on details.



Memory (remembering things for a long time) is an ability all workers must have to remember how and when to do their jobs. Some workers only have to remember general ideas, while others have to remember many small details.

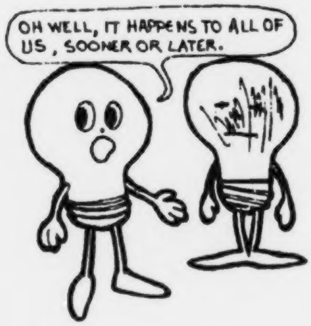
Thinking is a mental skill that deals with how we work things out in our minds. The six main kinds of thinking are listed below.

1. **Instinctive or automatic thinking** is the natural ability to work things out or to do something. A person who thinks instinctively may solve a problem or do something well without being taught or told what to do.

   The higher the risk in a job (either to the worker or to the client), the more important it is to be able to use instinctive thinking. Lifeguards, doctors and truck drivers must be able to know what to do next automatically. A person's life may depend on it.

2. **Analyzing** is another kind of thinking. This means looking at all the parts, figuring them out and organizing the information so it makes sense.

   Tool and die makers, computer operators, repairers and meat cutters all need this mental aptitude.


OH WELL, IT HAPPENS TO ALL OF US, SOONER OR LATER.

3. **Constructive thinking** is used by seamstresses, tailors, plumbers, electricians and construction workers. They construct or repair things and imagine pictures in their minds. These people can look at a drawing or plan on paper and then see a finished, three-dimensional (3-D) product in their minds.

4. **Numerical thinking** is the ability to understand and use numbers. This is an important aptitude for bookkeepers, cashiers, computer operators and carpenters.

5. **Verbal thinking** is the ability to understand and use words. Jobs that involve supervising others or working with the public center around this kind of thinking.

6. **Creative thinking** is the ability to figure out new and different ways to use familiar things or express oneself.

   Many artists, dancers, floral arrangers, cooks and writers have this mental aptitude.

Knowing how you think and what your mental talents are can help you find job choices that will be easier and more interesting for you.

DO ASSIGNMENT SHEET 2.

#3: Personality aptitudes

What makes you "you"? Can you think of someone that you know who always seems to be in a good mood? Michelle is like that. No matter what happens, she can usually make a joke, laugh or find some way to make the best of things. Once in a while, someone will ask why Michelle is always so happy. The answer is usually, "Oh, I'm just that way."

The word **personality** means your nature--what makes you "you" inside. You show your personality skills by the way you handle yourself when things happen. Knowing your personality aptitudes can help you find related careers that make you happy.

One aptitude is the ability to **make decisions.** We all need this skill. When decision-making is easy to do, you have a strong aptitude for it. We might even say that you have a **decision-making personality**.

If it is difficult to do, you have a weak aptitude for decision-making. That means that you will need to work harder to learn to make good decisions.

Jobs in the future will require workers who have good **decision-making skills.**

Set long- and short-term goals. That is, in the short-term or near future, you need to decide on an occupation or on areas of occupations that may suit your personality. Then you will need to learn about the training that is required.

In the long term, you need to learn whether the occupation chosen will still be available. Of course, there is no way to know for sure, but it will help if you can study what experts say about jobs. These are mature decisions you will need to make.

Employers look for **responsible** workers. Many workers who do things for others or who have jobs that involve danger need to know how to make quick, correct decisions. They must be willing to accept responsibility.

All workers need to accept responsibility, but it is especially important for those who work by themselves or who care for others (such as sales clerks, carpenters, nurses and lifeguards).

Workers in high-pressure jobs need to **handle stress and tension**. Job pressure can come from the boss, from deadlines or from danger on the job. Office workers and salespersons sometimes experience stress when they have deadlines or quotas to meet.

Some people have strong aptitudes for taking responsibility. You can probably think of someone who often explains how to do things. When he/she is in a group and no leader is picked, he/she starts telling others the best way to get things done. This person has a strong personality aptitude for taking responsibility.

Other people feel shy and would rather not be in charge. They do a good job of carrying out plans once they are described by a leader. These people are needed in every occupation.

If you usually feel uncomfortable as a leader, don't pick that kind of job just because it may pay more or give more status (importance). Pick an occupation that fits your personality. Pick one that will make you happy and that will pay enough to support you and your family.

Willingness to **take risks** is a necessary personality trait if your job has any danger. Persons with this aptitude look at risks as exciting challenges where they can test their skills.

Skyscraper construction workers, fire fighters, police officers and fuel truck drivers need to be willing to take risks.

#4: Job-related aptitudes

Accuracy counts. Accuracy--or how carefully and correctly a job is done--is an aptitude most employers care about. It is especially important in some manufacturing jobs, where even a slight mistake could ruin the whole product.

Think about your aptitude for accuracy while looking for the right occupation. Certified public accountants, bankers, production assemblers, inventory checkers and pharmacists must be accurate when doing their jobs.

The ability to **influence others** is a useful aptitude. In the future, service occupations will offer more new jobs than any of the other industries. More people will have jobs that require them to please others as they provide one service or another. A personality aptitude for influencing other people will be needed.

When you have the ability to influence other people you can convince them to do what you ask. You are able to influence their likes and dislikes. This trait is very helpful for salespersons, store clerks, hair stylists, real estate agents, travel agents, paralegals and restaurant staff.

Adaptability is the best response to change. As we head into the next century, the kinds of jobs we do will continue to change very quickly. There will be many jobs in health services. Another fast-growing field will be paralegals (workers who help lawyers).

In the future American work force, there will be 61,000 fewer typists. Factories will use 170,000 fewer machine setters/operators. Farm workers will decrease by 153,000. **(America's Changing Work Force**, NUVENTURES Consultants, Inc. 1990)

Fastest Growing Occupations, 1990-2005
(Moderate Projections)

Occupations	Percent of growth
Home health aides	92%
Systems analysts and computer scientists	79%
Personal and home care aides	77%
Medical assistants	74%

As occupations continue to change in our country, we must have an aptitude of adaptability. How much ability you have to adapt is determined by how easily and how well you change when a situation changes.

Some people are easily upset by changes. They feel that it is easier to do things the same way. Many are afraid of change because they feel that they will have a difficult time learning the new ways or skills. They will be very disappointed because things will not stay the same.

Others see change as an opportunity to learn something new. They look forward to it. These people have a strong aptitude for change. When it is time to adjust to changes in the work force, these people will have the most success.

What are your personality aptitudes?

DO ASSIGNMENT SHEET 3.

Handout 1: Fastest Growing Occupations, 1990-2005

(Moderate Projections)

Occupations	Percent of growth
Home health aides	92%
Systems analysts and computer scientists	79%
Personal and home care aides	77%
Medical assistants	74%
Human services workers	71%
Radiologic technologists and technicians	70%
Medical secretaries	68%
Psychologists	64%
Travel agents	62%
Corrections officers	61%
Flight attendants	59%
Computer programmers	56%
Management analysts	52%
Child care workers	49%

Source: *Statistical Abstract of the United States, The National Data Book.* 112th edition. Washington, D.C.: U.S. Department of Commerce, Economics and Statistics Administration, Bureau of the Census, 1992.

Assignment Sheet 1: Physical Aptitudes

Directions: Listed below are 10 jobs. Rate how much the jobs use the physical aptitude listed beside them by circling the appropriate number.

			Not much				a lot
1.	Automotive mechanic	Strength	1	2	3	4	5
2.	Sales clerk	Strength	1	2	3	4	5
3.	Painter	Coordination	1	2	3	4	5
4.	Navy craftsman	Coordination	1	2	3	4	5
5.	Artist	Dexterity	1	2	3	4	5
6.	Computer operator	Dexterity	1	2	3	4	5
7.	Radio announcer	Speech	1	2	3	4	5
8.	Dog groomer	Hearing	1	2	3	4	5
9.	Cook	Vision	1	2	3	4	5
10.	Cosmetologist	Sense of touch	1	2	3	4	5

Assignment Sheet 2: Mental Aptitudes

Directions: Listed below are 10 jobs. Rate how much the jobs use the mental aptitude listed beside them by circling the appropriate number.

		Not much				a lot
1. Sign painter	Concentration	1	2	3	4	5
2. Dishwasher	Concentration	1	2	3	4	5
3. Meter reader	Memory	1	2	3	4	5
4. Bus driver	Memory	1	2	3	4	5
5. Fire fighter	Predict outcome	1	2	3	4	5
6. Production assembler	Analyze and organize	1	2	3	4	5
7. Cashier	See 3-D images in mind	1	2	3	4	5
8. Insurance salesperson	Understand numbers	1	2	3	4	5
9. Bricklayer	Understand words	1	2	3	4	5
10. Cabinet maker	Creative thinking	1	2	3	4	5

Assignment Sheet 3: Personality Aptitudes

Directions: Listed below are 10 jobs. Rate how much the jobs use the personality aptitude listed beside them by circling the appropriate number.

			Not much				a lot
1.	Carpenter	Makes decisions	1	2	3	4	5
2.	Ambulance attendant	Takes responsibility	1	2	3	4	5
3.	Usher	Takes responsibility	1	2	3	4	5
4.	Store clerk	Handles stress	1	2	3	4	5
5.	Locksmith	Uses accuracy	1	2	3	4	5
6.	Ticket taker	Uses accuracy	1	2	3	4	5
7.	Stock car driver	Takes risks	1	2	3	4	5
8.	Fork lift operator	Influences others	1	2	3	4	5
9.	Santa Claus	Influences others	1	2	3	4	5
10.	Receptionist	Adapts to change	1	2	3	4	5

Assignment Sheet 4: Aptitude Form

Directions: Use this page to develop your own occupation and aptitude chart. Rate how much the jobs use the aptitude listed beside them by circling the appropriate number. Handout 1 in Lesson 2 may be helpful to you.

Job	Aptitude	Not much				a lot
1.		1	2	3	4	5
2.		1	2	3	4	5
3.		1	2	3	4	5
4.		1	2	3	4	5
5.		1	2	3	4	5
6.		1	2	3	4	5
7.		1	2	3	4	5
8.		1	2	3	4	5
9.		1	2	3	4	5
10.		1	2	3	4	5

Assignment Sheet 5: Aptitude Self-Assessment

Directions: How difficult or easy are the activities below for you? Rank each aptitude below between 1 and 5. Circle 1 if the task is very easy for you, 2 if it is somewhat easy, 3 if it is neither easy nor difficult, 4 if it is somewhat difficult and 5 if it is hard to do.

Activity	Easy				Difficult
Physical tasks 1. Carrying, pushing, pulling	1	2	3	4	5
2. Staying in one position for a long time	1	2	3	4	5
3. Climbing, balancing, bending	1	2	3	4	5
4. Reacting quickly to things	1	2	3	4	5
5. Using hands, fingers, legs and feet skillfully	1	2	3	4	5
6. Using eyesight and hearing	1	2	3	4	5
7. Using smell, taste and touch	1	2	3	4	5
Mental tasks 1. Concentrating, remembering, thinking	1	2	3	4	5
2. Doing new things well without being taught	1	2	3	4	5
3. Figuring things out/organizing information	1	2	3	4	5
4. Using numbers	1	2	3	4	5
5. Figuring out new ways to use or do things	1	2	3	4	5
Personality tasks 1. Accepting responsibility	1	2	3	4	5
2. Handling pressure and stress	1	2	3	4	5
3. Taking chances or risks	1	2	3	4	5
4. Keeping accurate records	1	2	3	4	5
5. Influencing other people	1	2	3	4	5
6. Accepting changes	1	2	3	4	5

NOTE: The group of tasks with the lowest totals indicates your strongest aptitude.

Lesson 4 Review

Directions: For each question, place a check mark on the line in front of the answer.

1. What do we call things that we can do because we have learned or practiced them?

__a. Aptitudes
__b. Skills
__c. Abilities
__d. Talents

2. What is another word for natural ability?

__a. Aptitudes
__b. Skills
__c. Endurance
__d. Dexterity

Directions: For questions 3-5, twelve aptitudes are listed below. Divide the aptitudes into three categories: physical, mental and personality. Write each aptitude under its correct category.

Concentration
Sensory skill
Influencing
Memory
Taking responsibility
Coordination

Numerical thinking
Dexterity
Being accurate
Handling stress
Strength
Creativity
Stamina

3. Physical aptitudes

4. Mental aptitudes

5. Personality aptitudes

6. List one aptitude (physical, mental or personality) needed for each of the jobs below.

Job	Aptitude
Construction worker	
Sign painter	
Cashier	

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TO THE INSTRUCTOR

Lesson 4: Aptitudes

Learner Outcomes

#1. Name physical aptitudes used by workers on the job.

#2. List mental aptitudes used by workers.

#3. Name personality aptitudes used by workers.

#4. Explain how aptitudes can relate to jobs.

Materials and Resources

Student guides
Student file folders and portfolios

Handout 1:	Fastest Growing Occupations, 1990-2005
Assignment Sheet 1:	Physical Aptitudes
Assignment Sheet 2:	Mental Aptitudes
Assignment Sheet 3:	Personality Aptitudes
Assignment Sheet 4:	Aptitude Form
Assignment Sheet 5:	Aptitude Self-Assessment

Lesson 4 Review

This lesson will emphasize that aptitude is often determined by natural abilities. Students will learn about physical, mental and personality aptitudes and how they can be used to help choose occupations.

Suggested Activities

- Have the students do Assignment Sheets 1, 2 and 3 at the appropriate times. Discuss each assignment with the students. Encourage them to discuss why they rated the various aptitudes the way they did. Answers may vary.

- Help students brainstorm other jobs that require these physical traits.

- Discuss occupations that require more than one aptitude. Discuss the various aptitudes that are needed by workers.

Optional Activities

- Using Assignment Sheet 4 and the appendix, suggest that students develop an activity similar to the assignments in this lesson.

- Help students create a chart showing the relationship between school classes and aptitudes that encourage success.

- Let the class play "Talent Scouts." Distribute to each student a list of the names of all students in the class. Without signing their names, they are to list what they feel is each person's "positive" talent(s). Collect the lists and cut the names apart with a paper cutter. (You may wish to check through the lists to make sure all comments are positive ones.) Then distribute each slip of paper with name and talent to its owner.

Published Resources

1. *America's Changing Work Force: About You, Your Job and Your Changing Work Environment.* La Jolla, CA: NUVENTURES Consultants, Inc., 1990.

2. *Occupational Outlook Handbook.* 1990-91 edition. Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics, April 1990.

3. *Pre-Employment and Work-Maturity Competencies: A Guide for Practitioners.* Jefferson City, MO: Missouri Department of Elementary and Secondary Education, Department of Labor and Industrial Relations, and Department of Economic Development, September 1992.

4. Shields, Charles J. *How to Help Your Teenager Find the Right Career.* New York: The College Board Publications, 1988.

Answers to Assignment Sheets 1-3

Answers will vary. Do a show of hands, poll the students' answers or chart responses on a chalkboard or overhead transparency. Have students explain why they rated these physical aptitudes the way they did.

Answers to Assignment Sheets 4-5

Check for completeness, but do not collect these sheets. Have students file them in their folders.

Answers to Lesson 4 Review

1. b

2. a

3. Sensory skill, coordination, dexterity, strength, stamina

4. Concentration, memory, numerical thinking, creativity

5. Influencing, taking responsibility, being accurate, handling stress

6. Answers will vary and may include:
   Construction worker: Strength, willing to take risks, coordination, follows directions
   Sign painter: Accuracy, good spelling skills, artistic
   Cashier: Accuracy, good people skills, dexterity, stamina

Lesson 5: Basic Workplace Skills

Learner Outcomes

#1. Identify ways the workplace has changed recently.

#2. Describe why reading and listening skills are important in the workplace.

#3. Identify the importance of speaking and writing skills.

#4. Explain how math skills are used in the workplace.

#1: The changing workplace

The way we work, spend leisure time and experience life has changed so much that many people say that we are in a technological revolution. **Technology** refers to the tools, machines, materials and the way we go about producing goods and services. A **revolution** is a complete change.

"No reading, no writing, no arithmetic = no jobs."

(Vocational Education Journal, October 1990)

During the 1980s alone, we developed personal computers, VCRs, microwave ovens, CD players, car phones, FAX machines, voice-mail, video games, stereo TVs, digital thermometers, bank ATMs (automatic teller machines) and many more tools *(Working Woman,* November 1991).

This is why basic skills are needed so much. Employers believe that workers who have good communication and math skills can be taught technical skills.

Basic skills are important to **workplace literacy.** Literacy is the ability to read and write. People who are not able to read and write well have a literacy problem. Illiteracy costs employers billions of dollars.

The basic skills needed in the workplace are changing. Business and industry need workers who can do many, many tasks. They need workers who can think for themselves and solve problems. Workers must be flexible and willing to learn new things. In all cases, workers must be able to communicate with others.

We can't do things the same old way. Think about how the secretary's job changed. In the late 1970s, a person could take a few typing classes in high school and have a fair chance of getting an office job. Basically, secretaries needed to know how to type, answer the phones and file.

Today, secretaries must know much more. They must know how to use many different kinds of office equipment. This equipment includes computers, answering machines and voice-mail, copiers, FAX machines, scanners and video equipment. Secretaries need good basic skills and more training to learn all the new things they need to know.

Education, training and employment are partners in preparing literate workers. Some students are impatient to get out of school and think education happens only at school. Others are finding out that learning is a **lifelong process.** We never stop learning.

DO ASSIGNMENT SHEET 1.

#2: Reading and listening

Reading skills are very important. Employees must read manuals to learn new programs and machine operation.

Computers are used by workers at gas stations, grocery stores, doctors' offices, restaurants, department stores and in industry.

Some jobs require more reading than others. Employees in technical, professional, marketing/sales, office and health occupations read a great deal.

Some people believe that they are listening when they hear another person's voice. This is not always true.

Good listeners pay attention to what is being said. They do not plan how they will respond before they have heard *everything* that is being said. Good listeners use eye contact when it is appropriate. They show they are listening by responding to every part of a statement or question in a clear manner.

DO ASSIGNMENT SHEET 2.

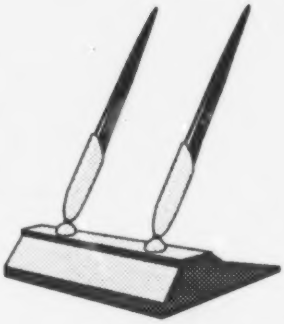
#3: Speaking and writing clearly

Speaking is important for most workers. However, sales clerks, office workers, service station attendants and preschool teachers must use speaking skills a great deal. Whether in person or on the telephone, these workers must get their messages across clearly and in a pleasant way.

In a job interview, speaking can make the difference in whether you are hired. The things you say can cause people to become angry, laugh, cry, do what you ask, feel confident or feel discouraged. People with speech and hearing disabilities can use assistive devices to communicate with others.

Knowing how to use speaking skills can help with job advancement. Terrific new ideas could be rejected if workers are not able to sell those ideas.

Writing is another way to communicate with others. For deaf people, writing is their primary communication with hearing people. The written message should be clear in intent and legible (readable).



Writing in the workplace has changed. Although much writing is still done by hand, workers also use typed memos or computer networks to communicate with each other. Keyboarding is an essential skill for most workplace settings.

Many workers use writing skills on their jobs. Hotel desk clerks, mail order clerks, private duty nurses, school secretaries and answering service operators need good writing skills. Most of them use both handwritten and computerized note-taking skills.

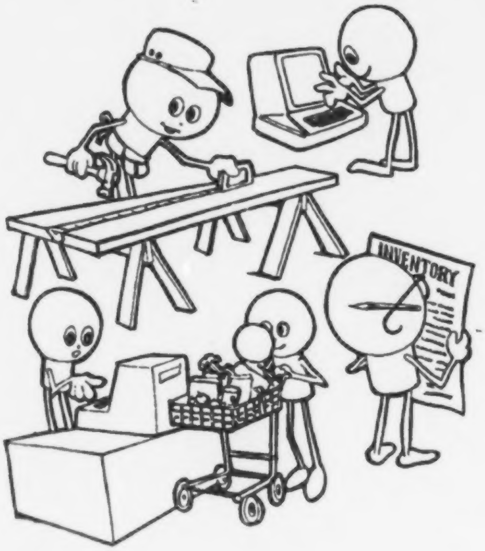
DO ASSIGNMENT SHEET 2.

#4: Math

Everyone needs good math skills. Knowing how to add, subtract, multiply and divide is necessary to understand financial (money) matters. Some of these things include understanding your paycheck, filling out income tax forms, balancing bank statements and planning a budget.

Math is used in many ways by workers. Sales orders, restaurant tickets, store inventories and company reports involve math skills. Carpenters, construction workers and carpet layers use math to measure things correctly and to charge for their work.

Factory workers use numbers to operate their machines. Company managers must keep budgets and inventories, order products and maintain records that require good math skills.



Many other workers use math on the job. Service station attendants, electricians, electronic technicians, statistical clerks, bookkeepers, accounting clerks and cashiers are only a few.

DO ASSIGNMENT SHEET 3.

Assignment Sheet 1: Listening and Reading Skills

Directions: Five jobs are listed below. Beside each job title, list at least one way that workers use listening skills and one way that they use reading skills.

Worker	Listening	Reading
1. Air conditioning mechanic		
2. Baker		
3. Carpenter		
4. Laundry worker		
5. Receptionist		

Directions: Use the *Occupational Outlook Quarterly* tables in the appendix. Develop your own chart below.

Worker	Listening	Reading

Assignment Sheet 2: Speaking and Writing Skills

Directions: Five jobs are listed below. Beside each job title, list at least one way that workers use speaking skills and one way that they use writing skills.

Worker	Speaking	Writing
1. Waiter/waitress		
2. Grounds keeper		
3. Florist		
4. Nursing aide		
5. Taxi cab driver		

Directions: Use the *Occupational Outlook Quarterly* tables in the appendix. Develop your own chart below.

Worker	Listening	Reading

Lesson 5 Review

Directions: For each question, place a check mark on the line in front of the answer. (More than one answer may be correct for some questions.)

1. Which is NOT a basic skill looked for by employers?

__a. Communicating
__b. Math
__c. Listening
__d. Supervising

2. Why is workplace literacy important?

__a. Workers who have it can retire early.
__b. Workers who read and write poorly cost companies money.
__c. It comes in multiple colors.
__d. It is popular today.
__e. None of the above

3. Why have basic workplace skills changed?

__a. There is not enough money anymore.
__b. Learning is lifeless.
__c. Technology has affected many jobs.
__d. Because of foreign competition

4. Which worker uses writing most?

__a. Home health aide
__b. Food preparation worker
__c. Secretary
__d. Construction helper

5. Why are math skills useful?

__a. To work out financial (money) matters
__b. To operate some machines
__c. To measure and weigh things accurately
__d. All of the above

6. Which skills are needed by business and industry?

__a. Think critically
__b. Solve problems
__c. Be flexible
__d. All of the above

7. Why is learning lifelong?

__a. Our world never stops changing.
__b. We are not very smart.
__c. School teachers are out of work.
__d. Math facts keep changing.

8. What do good listeners do?

__a. Pay attention to what is being said
__b. Respond after hearing everything being said
__c. Use eye contact when appropriate
__d. All of the above

Assignment Sheet 3: Math Skills

Directions: Ten jobs are listed below. Beside each job title, list at least two ways in which that worker uses math skills.

Worker	Math use
1. Automotive mechanic	
2. Bus driver (local transit)	
3. Baker	
4. Service station attendant	
5. Paperhanger	
6. Stockroom clerk	
7. Bookkeeper	
8. Travel agent	
9. Food counter worker	
10. Roofer	

IF THERE ARE 8 OZ. PER SERVING, AND I MUST SERVE FOUR PEOPLE, HOW MANY OUNCES DO I NEED?

Lesson 5: Basic Workplace Skills

Learner Outcomes

#1. Identify ways the workplace has changed recently.

#2. Describe why reading and listening skills are important in the workplace.

#3. Identify the importance of speaking and writing skills.

#4. Explain how math skills are used in the workplace.

Materials and Resources

Student guides
Student file folders and portfolios
Assignment Sheet 1: Listening and Reading Skills
Assignment Sheet 2: Speaking and Writing Skills
Assignment Sheet 3: Math Skills
Lesson 5 Review

Suggested Activities

- Explain to the students that they will learn how workers use different skills on the job. Ask them to bring different kinds of old receipts and forms. In small groups, have the students work together with the forms. The students should discuss the kind of business, agency or workplace each receipt or form comes from. What kind of jobs are connected with that place? What tasks are the workers assigned? Which basic skills are needed to get these tasks done? See the following sample activity.

Sample document: restaurant receipt

Occupation	**Task**	**Basic skills used**
Host/Hostess	Seat customers	Communicating
Waiter/Waitress	Take orders	Writing/Listening
Cashier	Calculate bill	Math/Computerized cash register

- Have the students use the *Occupational Outlook Quarterly* or *Occupational Outlook Handbook* to identify other occupations and the basic skills used by each one.

- Ask the students to think of other inventions of the 1980s and 1990s that were not named in this lesson (for example, robotics in the automotive industry, home pregnancy testing and home cholesterol testing). Can the students identify some of the occupations of people who work with or around these things? What skills do consumers need to learn to use them?

Optional Activities

- Invite local workers from various occupations to serve on a panel. Encourage them to bring different kinds of forms, reports, etc. that are used in their occupations. They should describe the kind of math, communication skills or other skills needed to be successful in their fields.

- Encourage the students to create a "Why You Should Know Math" bulletin board. Include on the bulletin board examples such as a pay receipt form, income tax form, budget book form, customer order form, restaurant ticket, inventory form and so on. Wherever there are blanks for numbers on the forms, print in large red letters, "Math needed here".

Published Resources

1. *America's Changing Work Force: About You, Your Job and Your Changing Work Environment.* La Jolla, CA: NUVENTURES Consultants, Inc., 1990: 159-188.

2. Knell, Suzanne. "Workplace Literacy: What It Is and What Voc Ed Can Do About It." *Vocational Education Journal* October 1990: 22, 23 and 79.

3. Rogers, Michael. "Thanks to the Techno-Revolution..." *Working Women* November 1991: 64-66.

Answers to Assignment Sheets 1-3

Answers will vary; check for completeness. Compare answers in a class discussion.

Answers to Lesson 5 Review

1. d
2. b
3. c
4. c
5. d
6. d
7. a
8. d

Lesson 6: Strengths and Weaknesses

Learner Outcomes

#1. Assess your interests using an inventory selected by your instructor.

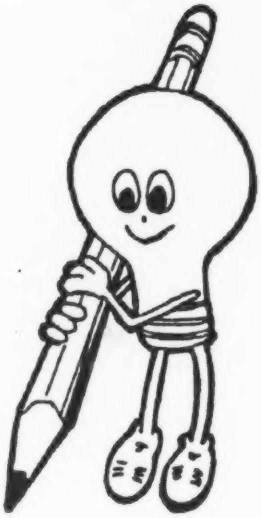
#2. Determine your aptitudes using an inventory selected by your instructor.

#3. Assess your communication skills using a reading test selected by your instructor.

#4. Determine your math skills using a math test selected by your instructor.

#1 and #2: Interests and aptitudes

In the other lessons in this module, you learned why knowing about your interests, aptitudes and skills is important in choosing a career. Before entering a career, it helps to know that you can succeed and feel satisfied in it.



Most workers who succeed at their jobs have related skill levels of 50% or more. By testing yourself, you will see if your career choices match what you can do or what you are interested in.

If they match, then you can explore those choices further. If they do not match, though, you must decide if you are willing to change your career choice(s) or develop new interests and skills.

Your teacher has chosen several tests and forms to help in looking at your interests and what you do well. When you have finished the tests and the results are back, your teacher will explain what the results mean.

These results are yours to keep as a part of your personal record. Put them in a file folder where you can look at them as you explore different jobs.

Now take a few minutes to sharpen your pencils and your thinking before the testing begins.

DO ASSIGNMENT SHEET 1.

Once there was a baker who wanted to make bread. The baker mixed small amounts of yeast, salt, shortening and sugar to flour and milk. The ingredients by themselves did not amount to very much. But after mixing, rising and baking, the dough changes and results in a loaf of bread. That bread was much larger and more delicious than any of the ingredients the baker used to make it.

The story of bread-baking is a good example of how we all are unique, a special and larger result of the combination of our "ingredients."

We all have different individual traits--traits that have to do with the body, emotions, mind, spirit and relationships with others.

All those traits are influenced by our experiences, and they show themselves as interests, aptitudes and abilities. The result is a one-of-a-kind person, interesting and full of potential. It takes all our traits and experiences to make us who we are.

By looking at all our parts--our strengths and weaknesses--we can see how they work together to make us like we are.

We can also look at how we want to be. Looking at ourselves can help us choose future experiences that will encourage our present strengths or develop new ones. We will match that resulting combination with job demands and benefits to find a career we enjoy where we can be successful.

DO ASSIGNMENT SHEET 2.

Assignment Sheet 1: How You Will Look

Directions: Listed below are the different ways you will be looking at yourself. Beside each category, list the corresponding title of the test or form that you will be taking. Pay close attention as the teacher gives the information you need to begin this form. After results from the tests are returned to you, record results here.

Areas to look at	Test or Form	Results
1. Interests	______________________	____________
2. School interests	______________________	____________
3. Aptitudes	______________________	____________
4. Vocabulary/reading	______________________	____________
5. Math	______________________	____________

Assignment Sheet 2: Interest Questionnaire

Name____

Age ______________ Grade ______________ Date______________

Directions: After each item, check whether this activity is done with people, things/tools, data or ideas.

Activities	People	Things/ Tools	Data	Ideas
1. List your favorite hobbies. a.				
b.				
c.				
d.				
2. List jobs that relate to each hobby listed above. a.				
b.				
c.				
d.				
3. List chores you do at home. a.				
b.				
c.				
d.				
4. List occupations that use similar skills to the chores in #3. a.				
b.				

Activities	People	Things/ Tools	Data	Ideas
c.				
d.				
5. List your favorite school subjects. a.				
b.				
c.				
d.				
6. List courses you would like to take, but have not yet. a.				
b.				
c.				
d.				
7. List jobs related to subjects in #5 and #6 above. a.				
b.				
c.				
d.				
8. List jobs you hold or have held. a.				
b.				
c.				
d.				
9. List things you enjoy(ed) about these jobs. a.				

Activities	People	Things/ Tools	Data	Ideas
b.				
c.				
d.				
10. List things you dislike(d) about these jobs. a.				
b.				
c.				
d.				
11. List other jobs that are similar to the jobs in #8. a.				
b.				
c.				
d.				
12. List school activities that are important to you. a.				
b.				
c.				
d.				
13. List clubs in which you have been a member. a.				
b.				
c.				
d.				

Activities	People	Things/ Tools	Data	Ideas
14. List involvement in church or community activities. a.				
b.				
c.				
d.				
15. List special training or private lessons you have taken. a.				
b.				
c.				
d.				
16. List jobs that are related to activities in #14 and #15. a.				
b.				
c.				
d.				
17. Other than items already mentioned, list jobs you would enjoy. a.				
b.				
c.				
d.				
Totals (Count 1 per check mark.)				

18. In which group did you have the most check marks (people, things/tools, data or ideas)?

19. Did your answer in #18 match what you listed and checked in #17?

20. Are the jobs you listed in #17 possible/realistic/likely to be jobs you will do as an adult?

Assignment Sheet 3: Preference Questionnaire

Name ____ Date______________

Age______ Grade______ School____

Directions: Use the space below to write about your preferences to the following questions. Describe how the preferences you name could help in deciding on needed preparations for the future. Include other things that were not in these questions that will have an impact on your decisions.

1. Do you plan to continue your education or training after high school? ___Yes ___No Please explain.

2. After finishing high school or training, what kind of job could you get where you live now?

3. How far would/could you travel to work each day?

4. How will you get to work?

5. Would you consider moving away from home to get the training or education you need? ___Yes ___No

6. How far would you be willing to move away from home to find work?

7. Are there things about a job that are particularly important?___Yes ___No Please explain.

8. What would be the ideal work setting? Where would you prefer to work? (in the country, city, an office, outside, etc.)

9. On the job, do you like to work in one place or do you prefer to move around?

10. With what types of people do you like to work?

11. If given the choice of doing any three jobs in the world, which three jobs would you choose?

12. What kinds of clothes would you like to wear to work?

13. Do you have any physical limitations or problems that should be considered in choosing a career/job? ___Yes ___No Please explain.

14. If the answer to #13 was yes, then what kinds of accommodations (assistance/adjustments) will you need to be successful in your job?

15. Are there any special holidays during which you cannot work because of religious or cultural reasons? ___Yes ___No Please explain.

16. What kind of work would you like to be doing five years from now?

17. If hired for this ideal job, what would your duties be? What kind of things would you be required to do?

18. Will you be able to move up to a better job or higher position? ___Yes ___No
Please explain.

19. How much education, training or experience is required for you to reach your ideal goals?

20. Describe how your preferences could affect your career choices.

Assignment Sheet 4: Aptitude Checklist

Directions: Think of how well you can do the skills below. Do not be concerned about what others may think. Do not rate yourself high because you think that is expected of you. Also, be careful not to rate yourself low because it feels like you may be bragging. Be fair to yourself. Be honest.

Skills	Excellent 4	Good 3	Fair 2	Poor 1
Thinking Skills Remembering: lists				
names				
locations				
sequences				
Applying knowledge (to other situations)				
Following instructions				
Planning				
Organizing				
Making decisions				
Making judgments				
Solving problems				
Working with things				
Concentrating				
Doing several things (at the same time)				
Changing tasks often				
Handling emergencies				
Handling unusual situations				
Initiating changes				

Skills	Excellent 4	Good 3	Fair 2	Poor 1
Dealing with ideas				
Dealing with routine				
Perceptual Skills Auditory hearing sounds				
blocking out unimportant sounds				
judging how far away a sound is				
Visual seeing color hues				
seeing shade differences				
telling size and shape				
judging distances				
Touch determining sizes				
determining shapes				
determining temperatures				
determining textures				
sensing motion				
Smell telling different odors				
Social Skills Getting along with others				
Being friendly				
Participating in groups				
Correcting behavior in language				
manner				
dress				

Skills	Excellent 4	Good 3	Fair 2	Poor 1
grooming				
Working with a team				
Being sensitive to others' needs				
rights				
feelings				
Asking for/accepting help (when needed)				
Physical Skills Moving around easily				
Showing strength				
Showing stamina				
Balancing				
Using legs				
Using arms				
Using hands				
Using fingers				
Coordinating eye-hand movements				
Coordinating eye-hand-foot movements				
Mathematical Skills Counting				
Telling time				
Measuring				
Adding/subtracting				
Multiplying/dividing				
Using common fractions				

Skills	Excellent 4	Good 3	Fair 2	Poor 1
Using decimals				
Making change				
Estimating size				
distance				
weight				
Verbal/Language Skills Communicating orally				
Communicating in writing				
Reading				
Using technical words				
Spelling				
Keeping records				
Completing forms				
Using the telephone				
Expressing ideas correctly				
Using appropriate volume when speaking				
Using understandable language				
Using eye contact				
Listening accurately				
Learning Skills Learning through hearing words				
Learning through seeing words				
Learning through experience				
Learning in a group				
Learning alone				

Assignment Sheet 5: Looking at Myself

Name____ Age_____ Grade______

Directions: This form will be used often in later lessons for comparisons. Ask your instructor about completing this form in pencil or covering it in plastic so it can be reused. Then, file it in your file folder.

1. Things I can or will be able to do best:
   a.
   b.
2. Things that I like to do the most:
   a.
   b.
3. I am willing to complete this much training: (Please circle.)
   High school grades: 9 10 11 12
   College/technical training: 1 2 3 4 4+ years
   Specific vocational preparation (years): 1 2 3 4
4. School classes that I like and do well in:
   a.
   b.
5. The amount of money I would like to earn:
   Starting: $_______ Average: $_______ Top: $_______
6. Things I like about some jobs:
   a.
   b.
7. Things I do not like about some jobs:
   a.
   b.

TO THE INSTRUCTOR

Lesson 6: Strengths and Weaknesses

Learner Outcomes

#1. Assess your interests using an inventory selected by your instructor.

#2. Determine your aptitudes using an inventory selected by your instructor.

#3. Assess your communication skills using a reading test selected by your instructor.

#4. Determine your math skills using a math test selected by your instructor.

Materials and Resources

Student guides
Student file folders and portfolios
Supply of #2 lead pencils (two for each student)
School counselor, testing specialist or educational psychologist
Various standardized aptitude and interest inventories

Assignment Sheet 1:	How You Will Look
Assignment Sheet 2:	Interest Questionnaire
Assignment Sheet 3:	Preference Questionnaire
Assignment Sheet 4:	Aptitude Checklist
Assignment Sheet 5:	Looking at Myself

Instructor Preparation

- Have students transfer their summaries (totals) from Assignment Sheet 2 to their file folders, if appropriate.
- Since the "Looking at Myself" form (Assignment Sheet 5) will be used often for comparison in later lessons, you may wish to provide plastic coverings for each form to protect from tears, stains, etc. Be sure the coverings are not permanent, as the students may wish to revise their choices about salary and so on.

- Instruct the class to keep all forms in their file folders. They will refer to them as the class goes along.

- The completed file folder and assignment sheets take the place of the Lesson Review.

Suggested Activities

To help students benefit most from this lesson, keep the following things in mind:

- Standardized assessment instruments can be expensive. It may be possible to work with your counseling or vocational center to obtain enough test instruments. If you do use standardized instruments, get help from a trained counselor or evaluator. One may be available to help administer the tests and interpret the results.

- Your school counselor may be a good resource. Check to see what standardized tests the students had the previous year. If all of the students took the same tests, then you may be able to avoid duplication. A parental signature releasing information may be needed.

- Your school counselor, testing specialist or evaluator may be able to help you select appropriate assessment instruments and to administer them. School counselors are very busy people. Plan very far in advance if you will be requesting their assistance.

- Plan individual reviews with each student. This may take some time, so prepare other activities for the rest of the class to work on while you meet with individual students. Some possible activities include the following:

  1. Allow the students to begin the second module, *Career Exploration.* They might spend an hour in the library or resource center doing research on occupations of their choice. Define what information they should gather.

  2. Have students write a story describing their first day, week or month on their ideal job. Some students may want to illustrate the story.

  3. Have students work on resource work sheets and materials. You should have plenty of materials on hand. See the resource list at the end of this lesson.

4. Using old magazines, have students pick out the things they would like to have: houses, cars, clothes, vacations, etc. Then, have them calculate how much they would need to earn each month to have those things.

- Individual feedback forms for recording test results will be helpful.

- Making transparencies of the feedback forms can be useful when explaining to the class how to interpret and record their results. Show the process step-by-step.

- Record the results from each student's assessments onto the feedback forms.

- The overview of student assessment activities at the back of this lesson may help guide you in the selection of assessment activities.

- Assist students in completing Assignment Sheet 1 or complete it as a handout to be placed in their file folder. Keep the information general that you will give them about the tests so that they don't get pre-test jitters.

- Students should *take the tests seriously* and do their best. However, make sure they know that the test results will not influence their class grade. On the other hand, it may be appropriate to give (or take away) points based on their cooperation during the testing process.

- It may be interesting to make a class profile form. This information could help you in choosing resource center materials, speakers, films, etc. that will best correspond to the skills and interests of your class.

Optional Activities

- An overview of the assessment process is included at the end of this lesson.

- Have students compile "Who Am I?" notebooks. Include family history, research on areas of personal strengths, plans and hopes for the future, photographs, drawings, etc.

- Distribute a large piece of heavy poster board to each student. Using drawings, magazine cutouts, small objects, miniature toys, fabric, etc., have the students create a collage representing their interests, skills and aptitudes.

- Do the activity "Bring Yourself in a Sack." Have students bring a sack containing 5-10 items that will help the class get to know them better. Items could be related to their interests, hobbies, achievements, values, etc. Have students include things that give an insight to their personality.

Published Resources

To order any of these tests, request a free catalog or get more information about the test instruments, call 1-800-228-0752.

Career Interest Inventory

College Admissions Practice Test (CAPT)

Computer Software Scoring Assistance for the Wechsler Scales

Devereux Behavior Rating Scales--School Form,

Differential Aptitude Test: Computerized Adaptive Edition (DAT Adaptive)

Differential Aptitude Tests, Fifth Edition, Form C (DAT)

Gordon Occupational Check List II

Ohio Vocational Interest Survey (OVIS II)

Self-Directed Search (SDS)

Survey of Study Habits and Attitudes (SSHA)

The Money Problem Check Lists

Wechsler Individual Achievement Test (WIAT) 1992

Wide Range Achievement Test (WRAT-R)

Wide Range Interest--Opinion Test (WRIOT)

To order the following test materials, write: Customer Service Department, The Riverside Publishing Company, 8420 Bryn Mawr Avenue, Chicago, IL 60631 or phone: 1-800-323-9540.

Four Score: Computer Scoring for the Stanford-Binet

Free Catalog: "Clinical and Special Needs Assessments" (1-800-767-TEST)

Life Skills Applications, Forms 1 and 2 (basic reading and math skills assessment)

Pictorial Test of Intelligence (PTI)

Quality of Life Scale (survey of student attitudes about the school environment)

School Interest Inventory (survey of attitudes and interests to identify potential dropouts)

Stanford-Binet Intelligence Scale, Form L-M

Stanford-Binet Intelligence Scale, Fourth Edition

Technical and Scholastic Test (TST) (vocational aptitude test of potential in electrical, mechanical and scholastic ability)

Test of Nonverbal Intelligence (TONI-2)

Wide-Range Assessment of Memory and Learning (WRAML)

Woodcock-Johnson Psycho-Educational Battery (WJ-R)

Woodcock-Johnson Spanish Psycho-Educational Battery

Work Values Inventory

Sample Assessment Instruments

In order to determine a student's level of **career development,** the counselor might want to use:

Career Occupational System
(COP system), Form P
EDITS, Inc.
PO Box 7234
San Diego, CA 92107

Self-Directed Search
Consulting Psychologists Press
577 College Avenue
Palo Alto, WA 94306

Reading-Free Vocational Interest Inventory
EDMARK Corporation
PO Box 3903
Bellevue, WA 98009-3903

Life-Centered Career Education Inventory
The Council for Exceptional Children
Department CS87
1920 Association Drive
Reston, VA 22091-1589

Career Awareness Inventory
Scholastic Testing Service, Inc.
PO Box 7502
2931 East McCarty Street
Jefferson City, MO 65102

To determine a student's **learning styles,** the counselor might use:

C.I.T.E. Learning Styles Instrument
Murdock Teachers Center
Wichita Public Schools
Wichita, KS 67212

Learning Style Inventory
Humanics, Ltd.
PO Box 7447
1389 Peachtree Street
Atlanta, GA 30309

Instructional Styles Inventory
Humanics, Ltd.
PO Box 7447
1389 Peachtree Street
Atlanta, GA 30309

To determine **achievement levels,** a counselor might choose one of the following assessment devices:

Test of Mathematics Ability (TOMA)
CTB McGraw-Hill
2500 Garden Road
Monterey, CA 93940

Stanford Diagnostic Math Test
The Psychological Corporation
Harcourt, Brace, Jovanovich, Inc.
555 Academic Court
San Antonio, TX 78204-0952

Test of Adolescent Language (TOAL)
PRO-ED
5341 Industrial Oaks Blvd.
Austin, TX 78735-8898

Woodcock Reading Mastery Tests
American Guidance Service
Publisher's Building
PO Box 99
Circle Pines, MN 55014-1796

Test of Adult Basic Education (TABE)
Publishers Test Service
2500 Garden Road
Monterey, CA 93940

Tests of Reading Comprehension (TORC)
PRO-ED
5341 Industrial Oaks Blvd.
Austin, TX 78735-8898

Secondary-Level English Proficiency Test
CTB McGraw-Hill
2500 Garden Road
Monterey, CA 93940

Survey of Study Habits and Attitudes
The Psychological Corporation
Harcourt, Brace, Jovanovich, Inc.
555 Academic Court
San Antonio, TX 78204-0952

Mathematics for Business
Media Materials, Inc.
2936 Remington Avenue
Baltimore, MD 21211

Real Life Reading
Scholastic Inc.
730 Broadway
New York, NY 10003

An Overview of Student Assessment Activities

Standardized Tests

As you know, standardized tests are used to assess students' interests, aptitudes and abilities. They are designed to be administered and analyzed by someone trained in testing and guidance. If you plan to use these instruments, request the assistance of a counselor or other person trained in using them. There are standardized tests listed in the resources section of this lesson.

Informal Assessments

Informal assessments help students focus on information about themselves through less structured means than standardized tests. Self-assessment activities should be appropriate for the maturity level of students and should be interesting and motivating.

The following are some examples of informal assessment activities:

1. Completing interest questionnaire, preference questionnaire and aptitude checklist (All are included in this guide.)

2. Writing an autobiography, including a description of the kind of person the writer is, why s/he is that way and the person s/he hopes to become

3. Listing interests, abilities, values, etc. and putting them in order of importance

4. Identifying and analyzing participation in school and community activities, work experience and hobbies

5. Discussing interests, abilities, values, potential and limitations with counselors, teachers, parents or others

When using informal assessments, instructors may need to help students apply the information generated to career decision-making. Students may find that the results do not fit the stereotyped images they have of themselves, or they may screen out things that fail to match with their stereotypes.

Vocational Assessment

Vocational assessment is an important part of career exploration, especially for students of special populations. Students can use the resulting information to help make realistic career decisions early in their training.

Vocational assessment uses many types of tests, observations and devices to gather data, including:

1. Medical conditions
2. Functional educational skills
3. Pre-vocational and life skills
4. Vocational interests, aptitudes and abilities
5. Work behaviors, attitudes and habits
6. Specific job skills
7. Physical and dexterity skills
8. Job-seeking skills
9. Career awareness
10. Learning potential and style

Many school districts in Missouri have access to vocational evaluation services. Local school districts, area vocational schools, community colleges, rehabilitation agencies and private agencies often provide vocational evaluation. Consult a vocational resource educator, counselor or special educator to request information about vocational assessment/evaluation.

Appendix:

Matching Personal and Job Characteristics

Having looked at the job puzzle, you can now focus your career search. The accompanying table matches 18 job characteristics to over 200 occupations studied in the occupational outlook program. You can use it to match yourself with the characteristics associated with various occupations. Be realistic when matching your interests, skills, and goals to a career. For example, you can't become a neurosurgeon without completing college and many years of advanced study, and elementary school teachers do not make $100,000 per year. Being realistic will help you eliminate some possible career choices and identify others that may interest you.

The table can be used in various ways. If you are interested in a specific occupation, you can find out some general characteristics of that occupation. If you are considering psychology, for example, the table indicates that psychologists need a college degree, treat and advise others, and do analysis and evaluation. If the field of education appeals to you, the table provides information about various jobs in that field. If you have no idea about an occupation or field but do know what skills you possess, the table can help you identify careers that might interest you.

Although this table presents information on occupations and skills, it is intended only as a general guide. Don't rule out an occupation because one or two characteristics don't appeal to you. The table addresses primary characteristics of a typical job in that occupation. Not all jobs in an occupation are alike. There may be some differences by specialty, employment setting, or level of experience. For example, jewelers in retail stores deal with the public daily, while those in manufacturing rarely have contact with the public. Counseling psychologists work with people in offices, while experimental psychologists may work with animals in laboratories. Furthermore, you could find two dissimilar occupations that share some characteristics. For example, public relations specialists and dietitians are unrelated occupations, but both require analyzing and troubleshooting ability.

Most occupations cannot be easily categorized by job characteristics. The process of selecting and defining occupational characteristics relies upon the best judgment of analysts who study trends of the selected occupations. Because final decisions rely upon judgment, there may be some questions as to which characteristics apply to a particular occupation. For instance, teachers spend much of their day on their feet, which is physically tiring. However, the table does not indicate physical stamina as a key characteristic of teachers because they can teach while sitting at a desk. Construction laborers, in comparison, must lift heavy objects and endure physical stress and strain to perform their work. Take the time to learn more about occupations that interest you; this may include following the suggestions mentioned in the section on additional information.

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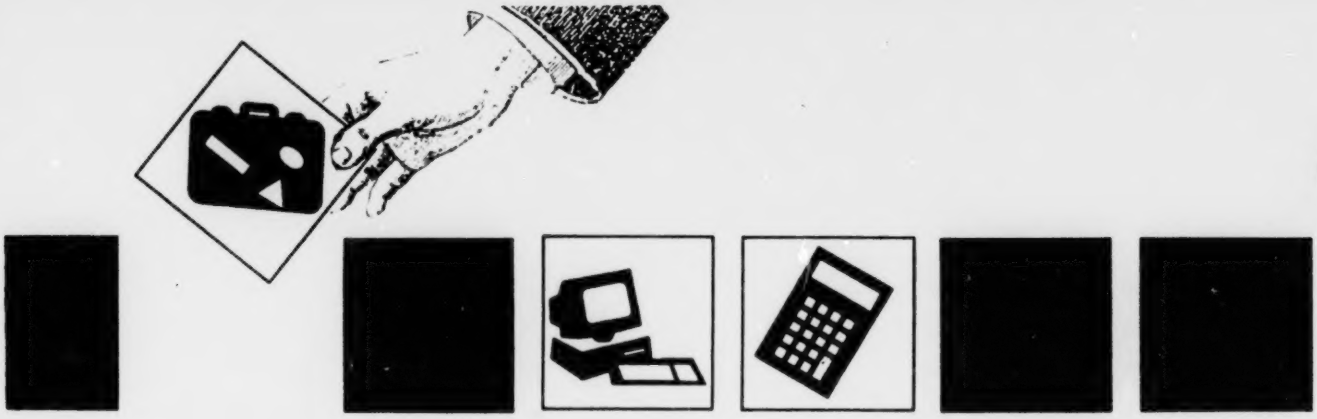

		Data Information				People					Things		Working conditions					
	Education	Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Management and Financial Occupations																		
General management occupations																		
Administrative services managers	HS, PS, C		●	●				●										
Employment interviewers	PS		●						●	●								
Hotel managers and assistants	C		●	●				●		●								●
Inspectors and compliance officers, except construction	C	●	●	●						●					●			
General managers and top executives	C		●	●				●	●									
Government chief executives and legislators	C		●	●				●	●	●					●		●	●
Management analysts and consultants	C	●	●	●														
Personnel, training, and labor relations specialists and managers	C		●	●				●		●								
Purchasing agents and managers	PS, C	●	●	●				●	●									
Financial occupations																		
Accountants and auditors	C	●	●	●														
Budget analysts	C	●	●	●														
Cost estimators	PS, C	●	●															
Financial managers	C	●	●	●				●										
Mathematical, Scientific, and Related Occupations																		
Mathematical occupations																		
Actuaries	C	●	●															
Computer systems analysts	C	●	●	●														
Computer programmers	C		●	●														
Mathematicians	C	●	●															
Operations research analysts	C	●	●	●														
Statisticians	C	●	●															

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		Data Information				People					Things		Working conditions					
	Education	Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Engineering occupations																		
Drafters	PS		●	●														
Engineers (aerospace, chemical, civil, electrical and electronic, industrial, mechanical, metallurgical, mining, nuclear, petroleum)	C	●	●	●														
Engineering, science, and data processing managers	C	●	●	●				●										
Engineering technicians	PS	●	●	●							●							
Scientists and related occupations																		
Life scientists																		
Agricultural Scientists	C	●	●															
Biological Scientists	C	●	●															
Foresters	C	●	●											●	●	●		
Physical scientists (chemists, geologists and geophysicists, meteorologists, physicists, astronomers)	C	●	●															
Cartographers and geographers	C	●	●															
Science technicians	PS	●																
Architects and surveyors																		
Architects	C	●	●		●													
Landscape architects	C	●	●		●									●				
Surveyors and surveying technicians	PS, C	●	●	●											●			

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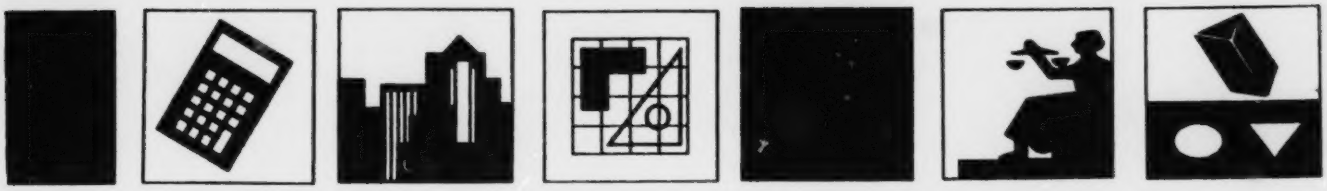

Legal, Social Science, and Human Service Occupations

	Education	Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
		Data Information				People					Things		Working conditions					
Legal occupations (also see stenographers and court reporters under administrative support occupations)																		
Lawyers and judges	C	●	●	●			●		●	●								
Paralegals	PS	●	●							●								
Social scientists and urban planners																		
Anthropologists and archaeologists	C	●	●												●	●		
Archivists, curators, and historians	C	●	●															
Economists	C	●	●															
Marketing research analysts	C	●	●							●								
Psychologists	C	●	●	●			●		●	●								
Urban and regional planners	C	●	●	●					●	●								
Sociologists	C	●	●							●								
Social and recreation workers																		
Human services workers	PS, C	●	●				●			●					●			●
Recreation workers	HS, PS, C					●				●					●	●	●	●
Social workers	C	●	●	●			●		●	●					●			
Religious workers (ministers, rabbis, priests)	PS, C					●	●	●	●	●					●			●

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		Data Information				People					Things		Working conditions					
	Education	Researching and computing	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Education and Related Occupations																		
Education occupations																		
Adult education teachers and college faculty	C	●	●	●		●	●										●	●
Counselors	C		●	●		●	●		●	●								
Education administrators	C		●	●		●		●	●	●								
Kindergarten, elementary, and secondary school teachers	C		●	●		●	●											
Preschool workers	HS, PS, C			●		●	●			●							●	
Teacher aides	HS, PS					●											●	
Library occupations																		
Librarians	C	●		●						●							●	●
Library assistants and bookmobile drivers	HS									●		●			●		●	●
Library technicians	HS	●								●							●	●
Health Care Occupations (chiropractors, dentists, optometrists, physicians, podiatrists, veterinarians)																		
Health diagnosing practitioners	C	●	●	●		●	●			●								●
Health services managers	C	●	●	●				●	●									
Health assessment and treating occupations																		
Dietitians and nutritionists	C		●	●		●	●			●							●	
Occupational therapists	C		●	●		●	●			●								
Pharmacists	C		●	●		●	●			●								●
Physical therapists	C		●	●		●	●			●						●	●	
Physician assistants	C		●	●		●	●			●								●
Recreational therapists	C		●	●		●	●			●					●	●	●	
Registered nurses	PS, C		●	●		●	●			●						●	●	●
Respiratory therapists	PS, C		●	●		●	●			●								
Speech language pathologists and audiologists	C		●	●		●	●			●								

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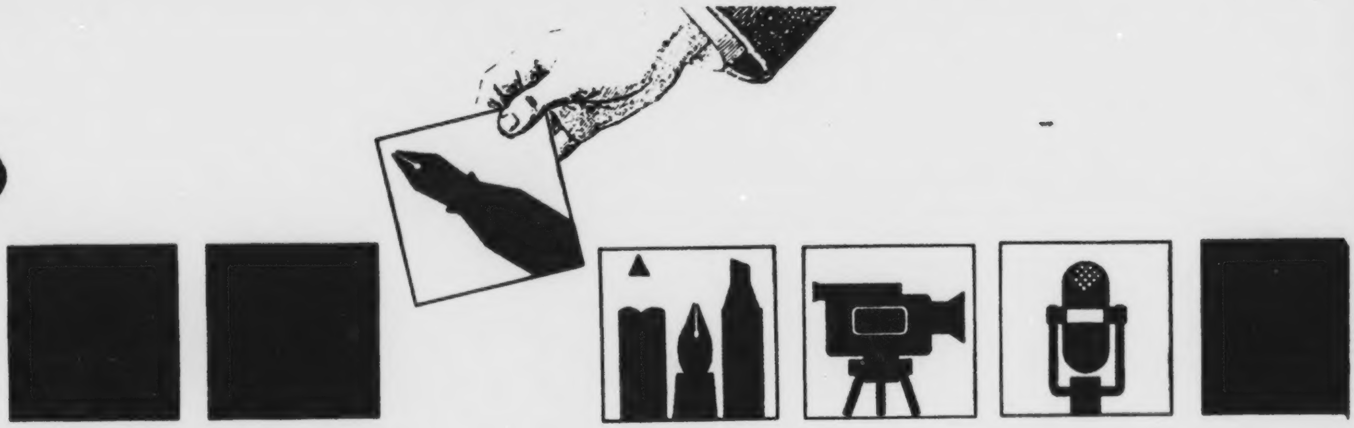
		Data Information				People					Things		Working conditions					
	Education	Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Health technologists and technicians																		
Clinical laboratory technologists and technicians	PS, C		●										●					
Dental hygienists	PS					●	●			●							●	
Dispensing opticians	HS, PS									●								
EEG technologists	PS	●								●			●					
EKG technicians	HS	●								●			●					
Emergency medical technicians	PS		●	●			●			●					●		●	●
Licensed practical nurses	PS						●			●						●	●	●
Medical record technicians	PS	●	●															●
Nuclear medicine technologists	PS	●								●								
Radiologic technologists	PS	●								●			●					
Surgical technicians	PS						●			●								
Health service occupations																		
Dental and medical assistants	HS						●			●							●	
Nursing and psychiatric aides	HS, PS						●			●							●	●
Homemaker-home health aides							●			●					●		●	



Communication, Visual Arts, and Performing Arts Occupations

		Data Information				People					Things		Working conditions					
	Education	Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Communications occupations																		
Broadcast technicians	PS			●							●							●
Marketing, advertising, and public relations managers	C		●	●	●			●	●	●				●				
Public relations specialists	C	●	●	●	●				●	●				●				
Radio and television announcers and newscasters	HS. PS. C	●	●		●				●	●								●
Reporters and correspondents	C	●	●		●				●	●					●			●
Writers and editors	PS. C	●	●		●				●	●								
Visual arts occupations																		
Designers	HS. PS. C				●					●								
Photographers and camera operators	PS				●					●	●				●			
Visual artists	HS. PS. C				●													
Performing artists																		
Actors, dancers, musicians					●					●					●	●	●	●
Directors, choreographers, and conductors		●	●	●	●	●		●	●	●					●			●

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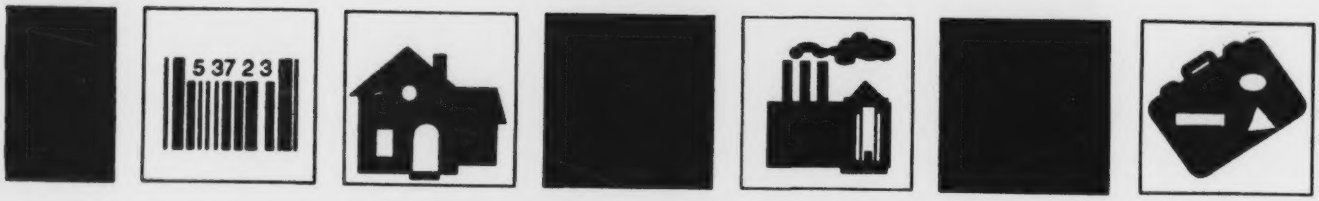
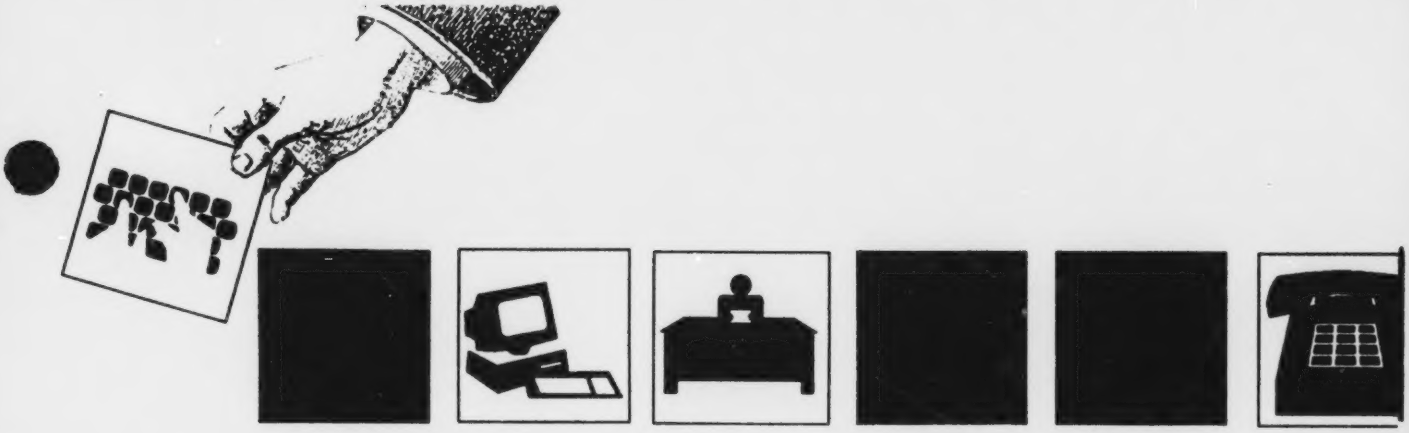


Sales and Related Occupations

	Education	Data Information: Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	People: Instructing	Treating and advising	Supervising	Persuading	Public contact	Things: Mechanical ability	Operating a vehicle	Working conditions: Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Marketing, retail, and sales occupations																		
Cashiers										●			●				●	●
Counter and rental clerks										●			●				●	●
Manufacturers' and wholesale sales representatives	C	●	●	●		●			●	●					●			
Retail salesworkers									●	●							●	●
Securities and financial services sales representatives	C	●	●				●		●	●								
Services sales representatives	HS					●			●	●								
Travel agents	HS	●		●					●	●							●	●
Wholesale and retail buyers and merchandise managers	PS, C	●	●	●				●		●								
Insurance occupations (also see adjusters, investigators, and collectors under administrative support occupations, and actuaries under mathematical occupations)																		
Insurance agents and brokers	PS, C	●	●				●		●	●								
Underwriters	PS, C	●	●															
Real estate occupations																		
Property and real estate managers	C	●	●	●				●	●	●					●			
Real estate agents, brokers, and appraisers	HS, PS	●	●	●			●		●	●					●		●	●



Administrative Support Occupations		Data/Information				People					Things		Working conditions					
	Education	Researching and computing	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Adjusters, investigators, and collectors	HS, PS, C	●	●							●								
Bank tellers	HS, PS									●			●				●	
Clerical supervisors and managers	HS, PS, C		●	●				●										
Computer and peripheral equipment operators	PS			●														●
Credit clerks and authorizers	HS	●											●					
Dispatchers	HS			●						●			●					●
General office clerks	HS																●	
Mail carriers	HS									●		●	●		●	●	●	
Mail clerks	HS												●					
Material recording, scheduling, and distributing occupations (stock clerks, shipping and receiving clerks)	HS												●					
Messengers	HS									●		●	●	●	●	●	●	
Postal clerks	HS									●			●				●	
Receptionists and other information clerks (hotel and motel clerks, interviewing and new accounts clerks, receptionists, reservation and ticket clerks)	HS									●			●					
Record clerks (billing, bookkeeping, accounting, brokerage, file, order, payroll, and personnel clerks)	HS	●											●					
Secretaries	HS			●						●								
Stenographers and court reporters	PS												●				●	
Telephone, telegraph, and teletype operators	HS									●			●					●
Typists, word processors, and data entry keyers	HS												●					

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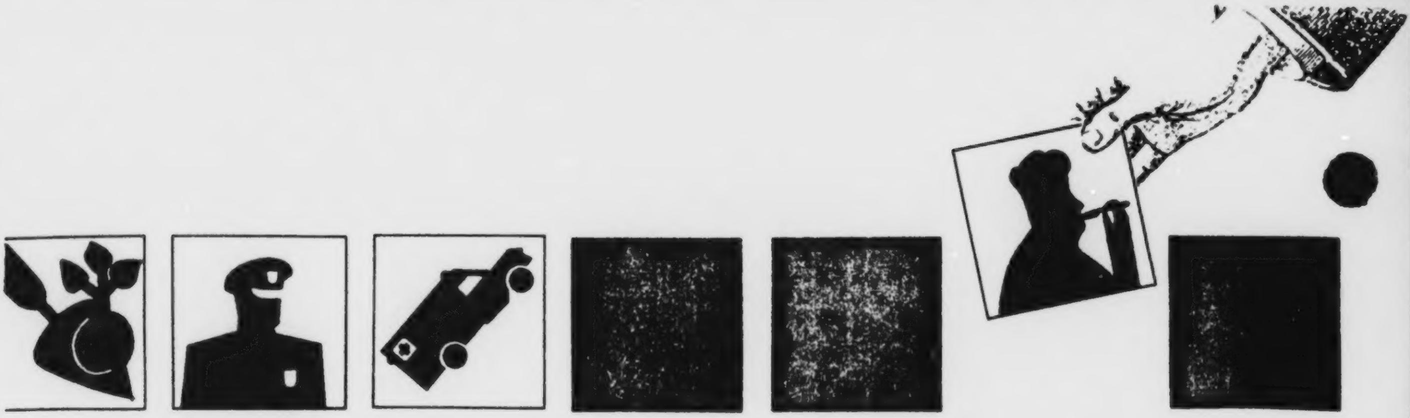

		Data Information				People					Things		Working conditions					
	Education	Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Service Occupations																		
Protective service occupations																		
Correction officers	HS							●										●
Firefighting occupations	HS			●				●		●		●			●	●		●
Guards	HS									●			●				●	●
Police, detectives, and special agents	HS	●	●	●				●		●		●			●	●		●
Food and beverage preparation and service occupations																		
Chefs	PS					●		●										●
Cooks and other kitchen workers	HS												●				●	●
Food and beverage service occupations	HS									●			●				●	●
Restaurant and food service managers	C		●	●				●		●								●
Personal service and facility maintenance occupations																		
Animal caretakers, except farm	HS														●	●		●
Barbers and cosmetologists	PS									●			●				●	●
Gardeners and groundskeepers												●	●		●	●	●	●
Janitors and cleaners													●			●	●	●
Private household workers															●	●	●	●

		Data/Information				People					Things		Working conditions					
	Education	Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Agricultural, Forestry, Fishing, and Related Occupations																		
Farm operators and managers			●	●				●				●		●	●	●		●
Fishers, hunters, and trappers														●	●	●	●	●
Timber cutting and logging workers														●	●	●		●
Mechanics, Installers, and Repairers **(also see aircraft mechanics under air transportation occupations)**																		
Automotive body repairers	PS			●							●					●		
Electronic equipment repairers (commercial and industrial electronic equipment, communications equipment, computer and office machines, home entertainment, and telephone repairers)	PS			●						●	●				●	●		
Home appliance and power tool repairers				●						●	●				●	●		
Mechanics (automotive, diesel, farm equipment, mobile heavy equipment, motorcycle, boat, small engine, and general maintenance mechanics)	PS			●						●	●					●		
Musical instrument repairers and tuners				●						●	●				●	●		
Vending machine servicers and repairers	HS			●						●	●				●	●		

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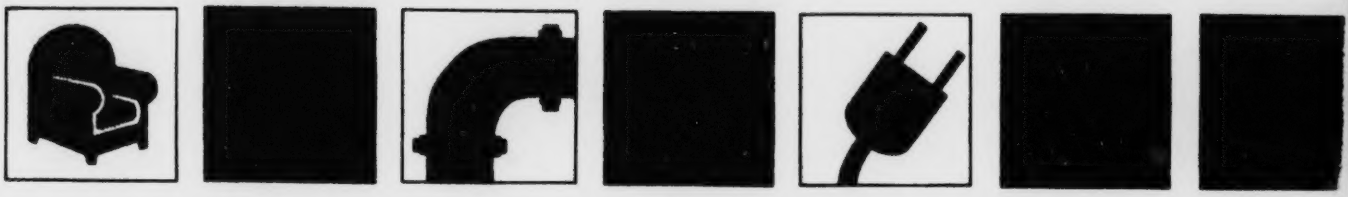
Construction and Related Occupations	Education	Data/Information				People					Things		Working conditions					
		Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Bricklayers and stonemasons	HS, PS												●		●	●		
Carpenters	HS, PS														●	●		
Carpet installers	HS, PS												●		●	●		
Concrete masons and terrazzo workers	HS, PS														●	●		
Construction and building inspectors	HS, PS		●	●						●					●	●		
Construction contractors and managers	PS, C	●	●	●				●	●	●					●			
Drywall workers and lathers	HS, PS														●	●		
Electricians	HS, PS			●							●				●	●		
Elevator installers and repairers	HS			●							●				●	●		
Glaziers	HS, PS														●	●		
Heating, air-conditioning, and refrigeration technicians	HS, PS			●							●				●	●		
Insulation workers	HS, PS												●		●	●		
Line installers and cable splicers				●							●				●	●		
Painters and paperhangers	HS, PS												●		●	●	●	
Plasterers	HS, PS												●		●	●		
Plumbers and pipefitters	PS			●							●				●	●		
Roofers	HS, PS												●		●	●		
Roustabouts											●			●	●	●		●
Sheet-metal workers	PS														●	●		
Structural and reinforcing ironworkers	HS, PS										●			●	●	●		
Tilesetters	HS, PS												●		●	●		



		Data Information				People					Things		Working conditions					
Production Occupations	Education	Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Plant and systems operators																		
Electric power generating plant operators and power dispatchers	HS		●	●							●							●
Stationary engineers	HS			●							●							●
Water and wastewater treatment plant operators	HS	●	●	●							●							●
Printing occupations																		
Prepress workers	HS			●							●							●
Printing press operators	HS			●							●		●					●
Bindery workers	HS			●							●		●					
Textile, apparel, and furnishings occupations																		
Apparel workers													●					
Shoe and leather workers and repairers										●			●					●
Textile machinery operators	HS			●							●		●	●				●
Upholsterers	HS																	

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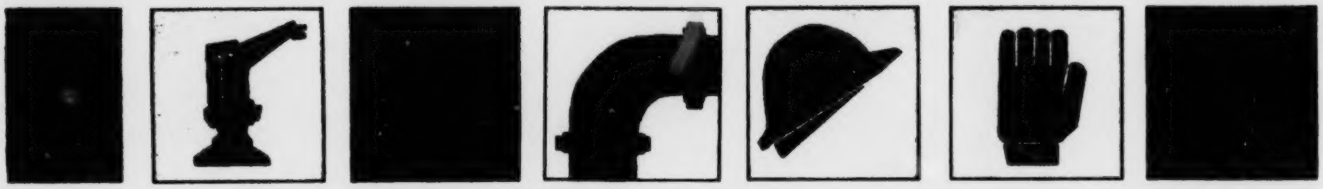
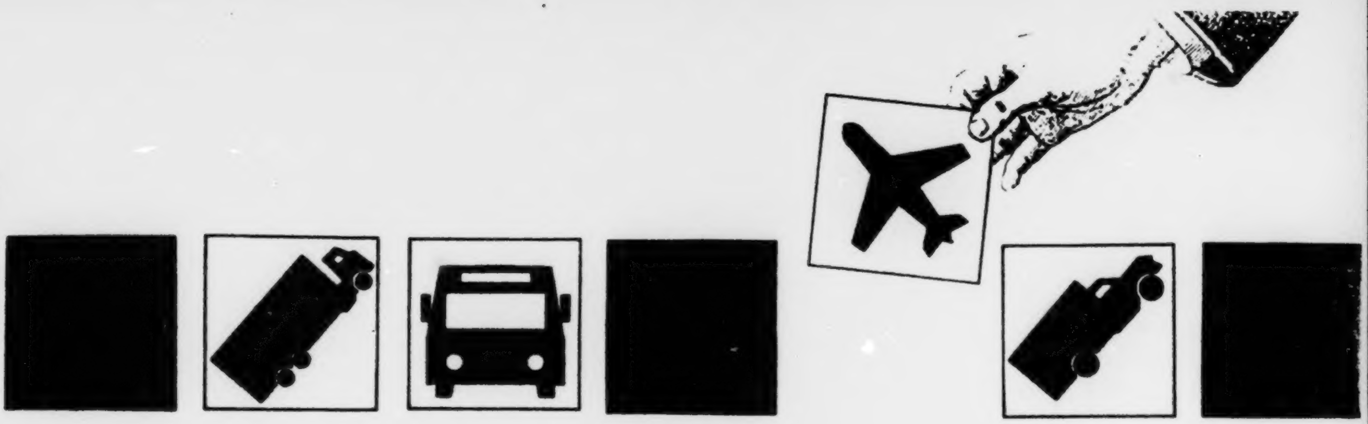
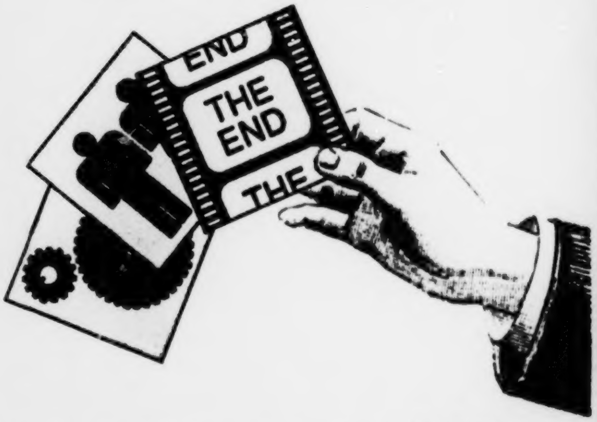


	Education	Data Information: Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	People: Instructing	Treating and advising	Supervising	Persuading	Public contact	Things: Mechanical ability	Operating a vehicle	Repetitious	Working conditions: Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Miscellaneous production occupations																		
Blue-collar worker supervisors	HS			●				●										●
Boilermakers	HS		●	●							●				●	●		
Butcher and meat and poultry cutters	HS									●			●					
Handlers, equipment cleaners, helpers, and laborers													●			●		
Industrial machinery repairers and millwrights	PS		●	●							●				●	●		●
Industrial production managers	C		●	●				●										
Inspectors, testers, and graders	HS		●	●									●					●
Jewelers	PS			●						●	●							
Machinists and tool and die makers	PS			●							●							●
Metal and plastics-working machine operators	HS			●							●		●					●
Numerical-control machine tool operators	HS			●							●		●					●
Painting and coating machine operators													●					
Photographic process workers	HS												●				●	●
Precision assemblers	HS			●							●		●					
Tool programmers, numerical control	PS, C		●	●							●							
Welders, cutters, and welding machine operators	PS										●		●			●		●
Woodworking occupations	HS										●		●					



		Data/Information				People					Things		Working conditions					
	Education	Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Transportation Occupations																		
Air transportation occupations																		
Aircraft pilots	C			●								●			●			●
Air traffic controllers	HS, PS, C			●														●
Aircraft mechanics and engine specialists	PS			●							●					●		●
Flight attendants	HS, PS			●						●					●			●
Ground transportation occupations																		
Busdrivers	HS			●						●		●	●		●		●	●
Material moving equipment operators	HS, PS											●	●		●			
Rail transportation occupations	HS			●								●			●			●
Truckdrivers	HS			●								●	●		●	●		●
Water transportation occupations																		
Marine engineers and captains	C			●				●			●	●			●			●
Mates and seamen	HS			●							●				●	●		●

Credit: *Occupational Outlook Quarterly.* Washington, DC: U.S. Dept. of Labor, fall 1992. Reprinted with permission.



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90-0731-S

STUDENT GUIDE

Occupational Preparation

MODULE One

Self ASSESSMENT

ABIE

INSTRUCTIONAL MATERIALS LABORATORY • UNIVERSITY OF MISSOURI-COLUMBIA

Modules in this *Occupational Preparation* curriculum guide:

Module 1: Self-Assessment

Module 2: Career Exploration

Module 3: Life Skills

The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred.

OCCUPATIONAL PREPARATION
Module 1: Self-Assessment

(Student Guide)

Module 1 written by
Margaret Gunderson and Iva V. Presberry

Developed and revised by the
Instructional Materials Laboratory,
University of Missouri-Columbia,

in cooperation with

Vocational Special Needs and Guidance Services Section,
Department of Elementary and Secondary Education,
Jefferson City, Missouri

Catalog Number 90-0731-S
1993

Foreword

A wide variety of occupational materials exists for use in the regular classroom, but relatively few have been created specifically for students from special populations. This instructional guide was developed to meet the need for a systematic approach which offers relevant and stimulating materials that also takes into consideration the uniqueness of students with special needs.

This *Occupational Preparation* guide is especially designed to meet the needs of 10th grade students who are members of special populations. Special populations include individuals:
- with disabilities
- who are educationally and economically disadvantaged (including foster children)
- of limited English proficiency
- in programs designed to eliminate sex bias
- who are in correctional institutions

In 1993, this guide was revised and packaged into three self-contained modules: *Self-Assessment, Career Exploration* and *Life Skills.* Student pages are white, and instructor pages are pink. Material is based on 180 hours of instruction for one year, one hour per day. Content was recommended by advisory committees and developed around a format which includes student classroom activities, an instructor guide and a student guide written on the *sixth and seventh* grade reading levels. Instructors are encouraged to supplement these materials from the wealth of information and activities that they have accumulated through their own experiences.

This curriculum provides a comprehensive framework for student development of the knowledge, skills and attitudes that will orient them to the world of work.

Acknowledgments

This curriculum was prepared to assist students and instructors in Occupational Preparation. Special attention was devoted to presenting the material contained in this curriculum in a manner that would meet the unique needs of students from special populations and their instructors.

Special thanks is extended to Vocational Special Needs and Guidance Section staff, Department of Elementary and Secondary Education, for recognizing the need for this material and for working with the advisory committees and the Instructional Materials Laboratory staff to bring the project to completion. The advisory committees' advice and recommendations have been incorporated in the writing of this curriculum and were responsible for the direction taken in presenting the material.

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Lesson 1: Introduction

Learner Outcomes

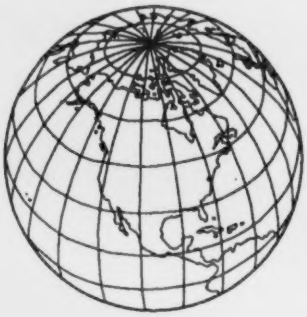
#1. Describe why current and future workers will need to work hard to prepare for jobs that are being created today.

#2. Identify contents of the three modules developed for this *Occupational Preparation* series.

#3. Identify expected learner outcomes for this class.

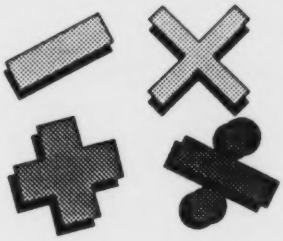
#1: Jobs of today and tomorrow

Since you have been old enough to understand, you have heard that the world is changing very rapidly. The changes which will affect your generation greatly outnumber those which affected your parents' generation.



There have been changes in the sizes of families and the roles of family members. Technologies affecting communication, transportation, entertainment, business and industry have created mind-boggling changes. Each of these has made a big difference in the way our workplace looks and operates today.

By working through this *Occupational Preparation* series, you should discover a great deal about yourself that will help you prepare to meet the challenges occurring daily in employment. These changes are why you should work hard to prepare for the jobs that are being created today.



The Bureau of Labor Statistics is one of the federal agencies we rely on most to let us know about past and future jobs. The Bureau says that by the year 2000, most of the 21 million new jobs will be in the service sector. Many will require that workers have higher levels of mathematics, language and reasoning abilities.

A study called "Work Force 2000" says that people looking for jobs now are not well matched with the new jobs being created. Millions of new workers do not have the basic skills needed.

Tech prep will be discussed briefly in this series. Tech prep is a multi-level link involving a secondary school and a postsecondary school (and/or apprenticeship). These schools work together to encourage students to continue to at least the two-year college (associate degree) level. One or more years must be at a high school level institution, and at least one year is at an adult/college level institution. In some instances, this program will allow students to earn college credit while still in high school.

#2: Contents of this series

The *Occupational Preparation* series will contain three modules. Each **module**, or self-contained unit, will be provided by your teacher at the most appropriate time. The teacher will also present activities to help you remember the concepts you learn. There will be several activities for each lesson, so be sure to ask if you need additional practice.

Module 1 is *Self-Assessment*. While studying this module, you will get to know yourself better. Why is this important? So that you know your strong points and the things which must be improved in order to prepare for the jobs of today and tomorrow.

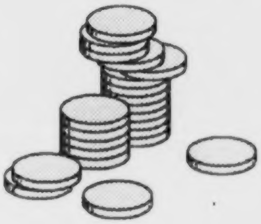
Not only have the jobs we do changed, but the makeup of the work force has also changed, and will continue to change. For example, the number of women in the work force increased by 51% between 1975 and 1990 and is expected to increase by another 26% by the year 2005. Women are expected to account for more than 57 percent of work force **growth** by 2005.

Blacks, Asians and other minorities are expected to make up 28 percent of the labor force **growth** by the year 2005. During this same period, Hispanics are expected to make up a similar percentage. These groups, plus white women, will account for close to 65 percent of labor force growth. (*Outlook: 1990-2005 Labor Force Projections,* Department of Labor, Bureau of Labor Statistics, Nov. 1991.)

As you learn more about yourself and become more confident in who you are, you are more open to learning about others and their cultures. In becoming more sensitive to the needs of others, you learn to get along with others better.

Module 2 is *Career Exploration.* This module will explore 15 career clusters. They are called clusters because each area has many groups of related careers. Both traditional and newly created jobs are presented in each cluster.

Module 3 is *Life Skills*. In this module you will learn about the one area that employers say is most critical to job success: work maturity. If employees entering the workplace have a good grasp of life skills, employers feel that they can teach many of the job-specific skills.



Some other skills in this module include money management, self-esteem and personal values, decision-making, goal-setting, community awareness, and maintaining good health (physical and mental).

#3: Expected learner outcomes

This series will have met its goals if you better understand yourself and that workplace success requires education and training beyond high school. Workers must develop critical thinking skills and be willing to change. They must be prepared to transfer skills and knowledge from one job to the next.

Workers must become accustomed to thinking ahead and offering suggestions for changes to help improve working conditions. The workplace should provide an opportunity to grow, develop and contribute. It should be more than just a place to earn an income.

Assignment Sheet 1: Student Survey

Directions: Please print legibly as you complete the survey below.

Name________________________ Parent/Guardian____________________

Home address__________________________ City____________________

State______ ZIP___________ Home phone________________ Student no._____

Class schedule

First semester			*Second semester*		
Class	Room no.	Teacher	Class	Room no.	Teacher
1.			1.		
2.			2.		
3.			3.		
4.			4.		
5.			5.		
6.			6.		
7.			7.		
8.			8.		

Work experience

Company name	Position title	Dates (From - To)

Hobbies/Interests

____

____

____

Clubs/Sports/Activities

____

____

____

Lesson 1 Review

Directions: For each question, place a check mark on the line in front of the answer.

1. How is the *Occupational Preparation* series divided?

__a. Three chapters or self-taught books
__b. Three modules or self-contained units
__c. Four chapters
__d. Four modules

2. What will you learn about in this series?

__a. Self-assessment
__b. Career exploration
__c. Life skills
__d. Tech prep
__e. All of the above

3. Which is an expected learner outcome for this series?

__a. The learner will realize that success in the workplace requires education and training beyond high school.
__b. The learner will have a job and will be working successfully.
__c. The worker's critical thinking will help make changes in the way employers hire new workers.
__d. None of the above

4. What information is available from the Bureau of Labor Statistics?

__a. How many smart people are hired in our state
__b. Information about past and future jobs
__c. Who will be hired and who will lose jobs soon
__d. None of the above

5. Why must current and future workers do more to prepare for jobs that are being created today?

__a. Future workers will have to work longer hours.
__b. Future workers will be expected to manage their workplaces.
__c. Additional training and education will be required to do the new jobs.
__d. All of the above

6. What is tech prep?

__a. Job training program
__b. Career exploration program
__c. Educational link
__d. Labor statistic
__e. Work project

7. Which is a life skill taught in Module 3?

__a. How to buy the right clothes
__b. Money management
__c. Exploring a career cluster
__d. Exploring strengths and weaknesses

8. In which ways will the work force be different by the year 2005?

__a. Women are expected to make up 30 percent of growth in the work force.
__b. Blacks, Asians and other minorities will make up 28 percent of work force growth.
__c. Seventy-five percent of work force growth will be by white males.
__d. All of the above

9. What results when we learn more about ourselves?

__a. We become more confident in who we are.
__b. We are more willing to learn about others and their cultures.
__c. We become more sensitive to the needs of others.
__d. We get along with others better.
__e. All of the above

10. How many career clusters will be explored in Module 2, *Career Exploration?*

__a. Five
__b. Ten
__c. Fifteen
__d. Twenty
__e. None of the above

Lesson 2: Personal Interests

Learner Outcomes

#1. Describe why it is important to think about interests when choosing a job.

#2. List the four job groups.

#3. Identify working conditions for different jobs.

#4. List two kinds of compensation (rewards) for doing work.

#1: Doing something you like

People who enter the workplace unprepared usually end up unemployed or unhappy with their jobs. The pay is often low and the duties may be uninteresting and unpleasant. On the other hand, people with vocational or additional training beyond high school have better chances of successful careers or occupations. They usually earn higher wages and advance in their occupations more easily.

Choosing the right occupation is one of the most important decisions you will ever make. A great portion of adult life is spent working. For example, a person who starts working full time at age 25 and works until age 65 will work a total of 80,000 hours (40 hours a week, 50 weeks a year, 40 years). In addition, work often has great influence on a person's life--choice of friends, recreational activities and housing.

Knowing the things you are interested in will help in trying to find occupations that are stimulating. What do you like? What do you dislike? What would be an ideal situation to work in? What **compromises** (things you are willing to give up) would you make?

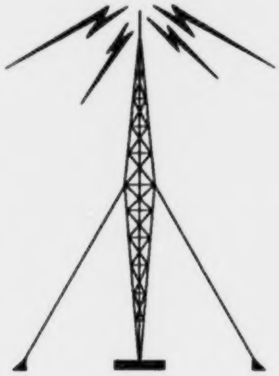
Decide what is important to you. Identifying interests will help in setting priorities. Then you will have a better idea about what decisions to make concerning jobs.

#2: People/data/things/ideas

Most jobs can be grouped by how much time is spent working with people, data, things or ideas. Most jobs require us to work with each of these areas for at least part of the time. The amount of time we spend with each will determine how the job possibilities are grouped.

If you prefer to work with **people**, then the helping professions might be enjoyable. In these types of jobs, workers serve, care for people or work in sales. Teachers, hospital attendants, nursing home workers and sales clerks work mainly with people.

If you prefer working with **data** (information), then working with facts, numbers, files or business information might be a good choice. Bookkeepers, bank tellers and computer operators work mainly with data.



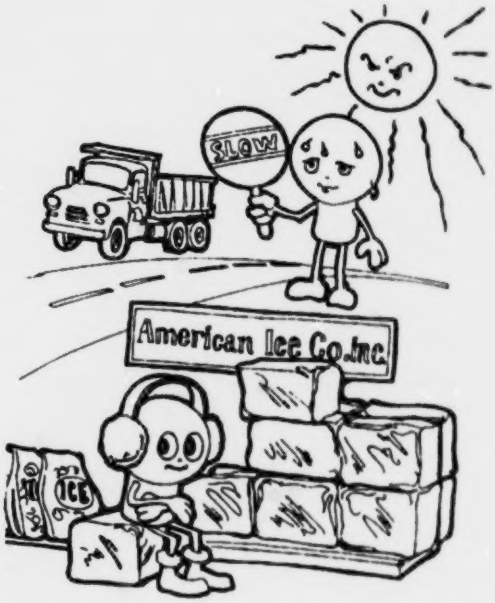
If you really enjoy working with tools, machines or materials, explore jobs involving **things.** Some of these occupations include cooks, construction workers, mechanics and technicians.

Creative people often prefer working with **ideas**. These people choose jobs that require them to produce new ways of expressing ideas with words, music or figures. Some writers, scientists and artists work mainly with ideas.

#3: Working conditions

Consider where a potential job will take place. How comfortable you are in the environment (conditions around you) has a big effect on the job choice. This comfort checklist has seven main points:

- Weather
- Temperature
- Dampness
- Noise
- Movement
- Air conditions
- Risks



For example, if many of your interests take place outdoors, then **weather** conditions probably do not bother you. In fact, a job that takes place outside most of the time might be the best choice.

Another part of comfort is **temperature.** How well can you put up with temperature changes? If you absolutely hate being hot, then becoming a furnace stoker or a presser at the dry cleaners would not be good choices.

How does humidity (the amount of water in the air) or **dampness** affect you? People who love water activities might get along fine as divers or sailors. But those who do not like humidity need to think carefully before becoming dishwashers or laundry attendants.

If your interests revolve around quiet activities, explore jobs that take place in quiet surroundings. Noise affects people differently. Some people cannot stand loud machine noises, but noise from other people does not bother them.

How does **movement** affect your body? Do you like to be on the move, or do you get motion sickness easily? Motion sickness can be overcome, but it does make working on boats, trains, planes or buses less appealing.

Consider how strong or unpleasant smells affect you. If **air conditions** matter a lot to you, they should be considered when exploring jobs.

The last point of comfort deals with how much **risk** you are willing to take. Jobs have two kinds of risk--physical (where the worker could get hurt or be killed) and mental (when the worker has to handle stress or tension).

Risk is seen differently by different people. For example, an electrician who works on high voltage wires may enjoy the excitement of taking a chance. The electrician might look at this risk as a challenge. Remember that enjoying a job means liking **what** you do and **where** you do it.

People with physical disabilities or limits may sometimes have a greater risk factor on the job. If you have a disability, working conditions should be a top priority in searching for an occupation that is right for you.

DO ASSIGNMENT SHEET 1.

#4: The rewards of work

While learning about interests and how they relate to finding a job, look at the compensation (rewards). There are two basic rewards:

1. Tangibles (things that are given to workers that can be seen or experienced) and

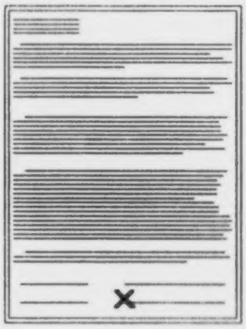
2. Personal satisfaction.

Both kinds are important, but the kind that means the most to you should have an effect on the jobs you explore.

Money is a compensation that is important to workers. Fewer people would work if they were not paid. Money is earned from others (usually the employer) and workers receive it each payday. In most countries, the amount of money a person has determines how well he/she lives.

When exploring jobs, think about the pay and how it will help in living the way you want to live. On jobs that pay a set **salary,** the pay remains the same, no matter how many additional hours you work. Salaries differ according to how specialized the job skills are, how much experience and training workers have, and so on.

Some salaries are paid on a weekly, monthly or annual basis. Other salaries are not set--workers get a percent of the amount they sell. This is called a **commission.**



People working jobs with an hourly wage earn money based on the approved hours they work. Workers receive **overtime** pay when they must work more than 40 hours a week. Other methods of payment include piecework, tips and bonuses.

Some jobs offer non-cash compensation called **fringe benefits.** Fringe benefits may include sick leave and medical and life insurance. Others include gifts, trips and paid vacation. With jobs involving travel, the company may provide transportation or pay for expenses. Sometimes these rewards cause an employee (a hired worker) to do more, work extra hours, be away from home and family, or take extra risks.

Another important benefit involves the **opportunities** for growth in a career. Workers need to be aware of the potential for such things as raises and advancing from one job to another.

As important as money is, **personal satisfaction** is one of the greatest rewards of all. If you like your job, you will work harder. You will go beyond what is required because of the personal satisfaction that comes from knowing that you have done well. You will continue to improve the skills needed for the job and take great pride in your work. Hopefully, most workers will experience this kind of reward.

Another example of a personal reward is when a worker does something useful for others. This feeling of **importance** comes when workers are told their work has been done well.

DO ASSIGNMENT SHEET 2.

Assignment Sheet 1: Working Conditions

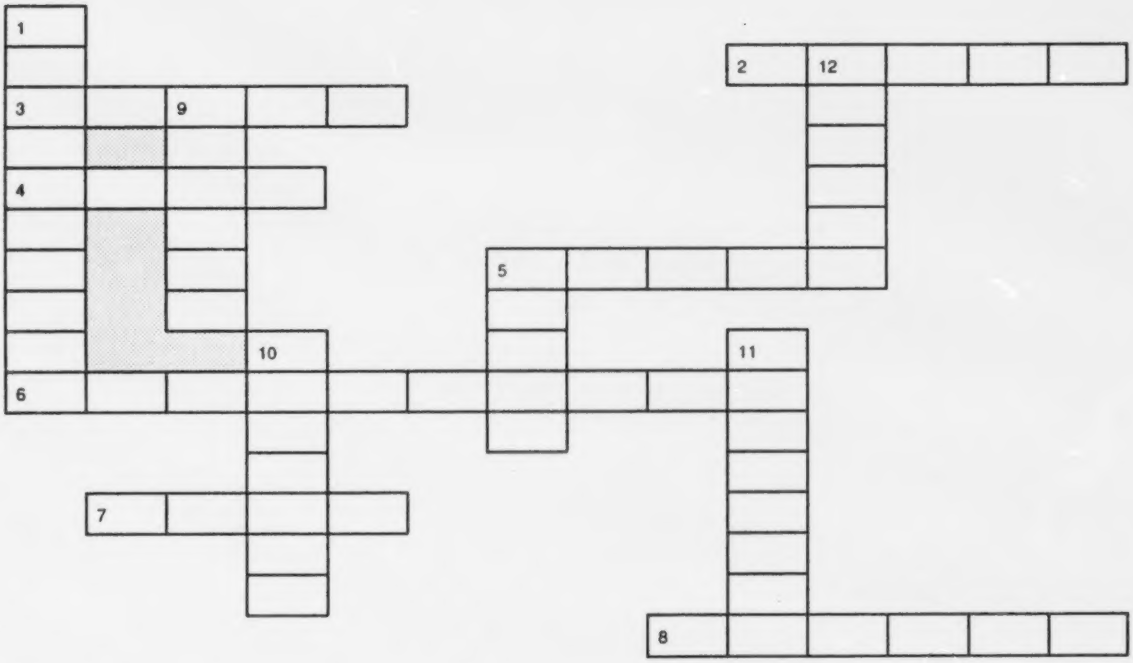
Directions: Several jobs are listed on one side and job conditions are listed on the other side. Match the job with the best description. (Not all descriptions will be used.)

___ 1. Farmer
___ 2. Fire fighter
___ 3. Receptionist
___ 4. Miner
___ 5. Demolition expert
___ 6. Laundry attendant
___ 7. Librarian
___ 8. Engine mechanic
___ 9. Butcher

a. Works with people indoors
b. Has limited air flow
c. Constantly moves up and down
d. Works outdoors
e. Works in a quiet place with things
f. Works with heat
g. Works in the cold
h. Works in humidity
i. Takes great risks
j. Works with equipment and sometimes with great noise

Assignment Sheet 2: Crossword Puzzle

Directions: Use the clues below the puzzle to fill in the missing words. If you need help, look for the words in outcome #4.



Across

2. Compensation used to buy things
3. Caring about your work and doing your best
4. Danger, challenge
5. Presents or rewards
6. To feel or undergo something
7. Overtime means doing more ____
8. Worthwhile; can be used or appreciated by others

Down

1. Not one-of-a-crowd, a feeling of ____
5. Opposite of taken
9. Opposite of outside
10. What you get from a job
11. Rewards that you can't see or touch
12. Not yourself, but ____

Lesson 2 Review

1. Most interests can be divided into four major groups. List them on the lines below.

   Most people prefer working with either ____________________,
   ____________________, ______________ or ________________.

2. List four working conditions that can make a difference in work comfort.

   ____________________ ____________________

   ____________________ ____________________

3. There are two kinds of compensation (a) things given to you and (b) feelings inside yourself. List two examples of each kind of compensation.

   a.____________________ ________________________

   b.____________________ ________________________

4. Describe in your own words why it is important to think about interests when trying to decide on which job you want.

Lesson 3: School Options

Learner Outcomes

#1. Describe how school helps prepare for a career.

#2. Give examples of school activities that relate to specific jobs.

#1: Preparing for your future

CERTIFICATE OF
Award

Going to school is one of the best ways to prepare for a future career. School courses and activities should help students better understand themselves and the world around them. Unfortunately, many people find out too late that school has a strong impact on the type of job and income they receive in their adult lives.

School broadens your thinking and teaches you on-the-job skills. Most employers prefer to hire people who have at least graduated from high school. They want workers who have good reading, writing and math skills.

School programs teach a variety of skills that are needed to become an independent adult.

A wide range of classes helps students develop new interests and become creative. As students learn new ways to use ideas or things, they are developing skills that will help them later on the job.

When looking at school classes or activities and how they relate to different jobs, apply what you learned in Lesson 2. Do the subjects you like deal with information, people, ideas or things? What kinds of rewards do they offer? What kind of rewards mean the most? Knowing these things can help you explore occupations and find the right one.

#2: Extracurricular activities

Learning at school takes place outside the classroom, too. School-sponsored activities, clubs and sports all help give you guided experiences and prepare you for the future. These **extracurricular activities** teach students responsibility while having fun. Students learn how hard work and commitment pay off. They also learn how to become good leaders. Being a good team player is very important at school and on the job.

The classes and activities you enjoy most at school can help you identify your strongest interests. This is why you should do your best in school.

Being interested in something makes it easier to learn that skill. It can work another way, too--the better you become at a skill, the more interested you will be. Be involved in lots of activities. The more activities you try, the easier it will be to identify your true interests.

For example, a student athlete must come to practices on time, work hard and be a good team player. The athlete must be loyal to the team and respectful to the coaches, even when they do not agree. Athletes' behavior and character can affect the public image of the team. They must keep up in schoolwork, too.

Another example might involve students who are preparing to compete in vocational or industrial club competitions. They have similar sacrifices to make if they expect to do well. Yet, the students are willing to do these things because they know that their hard work will pay off in the performance **and** in life.

What is learned from an activity often depends on the effort put into it. Being willing to try, to be responsible and to get along, are useful habits that will help you on the job and in life. Getting along with your advisor or coach is just as important as getting along with your boss or neighbor.

DO ASSIGNMENT SHEETS 1, 2 AND 3.

Assignment Sheet 1: School Interests

The classes or activities you like in school and those you do well in are clues to the kinds of jobs that might be best for you. The chart below lists 11 school areas and the job fields that relate to them. Remember that the more interests (and success) you have in school, the more jobs you have to choose from.

1. Read each of the school areas and job possibilities below.
2. Select five school areas that you like most and rank them. Number 1 should be the one liked most and number 5 should be the one liked least of the five choices.
3. Under the **Rank/School Area** for the five chosen, write the title of a job you might do related to that area. For example, under Agriculture you might write the job title *grounds keeper.* Use the **Job Possibilities** clues to help you.

Rank/School Area	**Job Possibilities**
___Agriculture	Jobs that are related to farming, deal with nature and the environment or animals, or recreational jobs
___Art	Jobs in fine arts (such as acting, dancing, painting and designing); advertising; and personal service (require doing creative things for others)
___Home Economics	Jobs that involve family care, manufacturing or selling things used in family care, public service, health care, hospitality (such as hotel management)
___Industrial Technology	Jobs in manufacturing, sales, industrial business or construction
___Languages/Literature	Jobs in the communication industry or media, office or receptionist work, sales, public service or personal services where you communicate with the public
___Math	Business and office jobs, manufacturing, sales positions, jobs that involve studying the environment

___Office	Business and office technology, sales, management
___Physical Educ./Sports	Professional sports, recreation, construction, health-related jobs, public service
___Science/Health	Jobs that deal with nature and the environment, health, agribusiness or transportation
___Social Studies	Personal service jobs that deal with people, business and office, public service or health
___Vocational/Technical	Jobs in transportation, manufacturing, construction or personal services

Assignment Sheet 2: School and Me

Directions: Mark the statement that best describes your attitude toward school. Then answer honestly, in your own words, the questions below.

Attitude toward school	Never	Sometimes	Usually	Always
1. Do you try to do your best?				
2. Are you responsible in your classes (doing homework, getting assignments in on time and so on)?				
3. Do you try to get along with your teachers?				
4. Do you try to get along with your classmates?				
5. Do you think of school as a way of getting ready for the future?				

What is your idea of the best kind of teacher?

What is your idea of the best kind of class?

Assignment Sheet 3: Pick a Class

Directions: Below are 10 different jobs. Using the list of classes offered at your school, choose three classes that could help prepare a worker for each of the 10 jobs.

Job-related classes/activities

1. Auto mechanic: ______________________, ______________________, ______________________
2. Hospital orderly: ______________________, ______________________, ______________________
3. Police officer: ______________________, ______________________, ______________________
4. Receptionist: ______________________, ______________________, ______________________
5. Sign painter: ______________________, ______________________, ______________________
6. Preschool teacher: ______________________, ______________________, ______________________
7. Electrician: ______________________, ______________________, ______________________
8. Dental assistant: ______________________, ______________________, ______________________
9. Chef: ______________________, ______________________, ______________________
10. Building inspector: ______________________, ______________________, ______________________

Lesson 3 Review

Directions: Read the following sentences carefully. If a sentence is true, circle the letter T. If it is false, circle the letter F.

T F 1. A wide range of school courses exposes you to new interests.

T F 2. Many classes teach skills that you can use in the job you choose.

T F 3. School requirements limit your thinking.

T F 4. In school, only classes help prepare you for the future.

T F 5. Most employers do not care if employees graduate from high school.

T F 6. Your attitude toward school helps develop your attitude toward work.

T F 7. The better you learn to do something, the more interested you usually are in it.

8. School courses and activities can relate to different kinds of jobs. List one class (not this one) and one activity in your school. Then list a job that relates to each one. Tell what a person with that job will do. How do his/her duties relate to this class or activity?

Class:____________________ Related job:____________________
Job duties:____
How related:____

School activity:____________________ Related job:________________
Job duties:____
How related:____

School activity:____________________ Related job:________________
Job duties:____
How related:____

Lesson 4: Aptitudes

Learner Outcomes

#1. Name physical aptitudes used by workers on the job.

#2. List mental aptitudes used by workers.

#3. Name personality aptitudes used by workers.

#4. Explain how aptitudes can relate to jobs.

In earlier lessons, you learned how important it is to look at, or evaluate, everything about yourself. Another word for evaluate is assess. The process of assessing yourself as you prepare for the work force can be called **self-assessment**.

Ability is the power to do something. People are born with natural abilities. A **skill** is something that a person can do well. Most skills are developed when people use their natural abilities and practice until they are good at what they do.

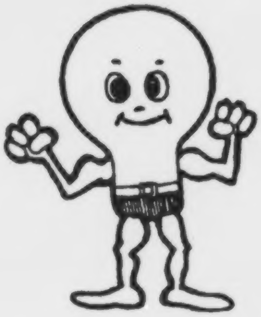
Natural abilities, or aptitudes, are strengths. Some abilities come naturally and are easy to do. These are called **aptitudes** or talents. They help to determine the kind of work at which you will be good.

This lesson is about the importance of assessing natural abilities or **aptitudes**. In the process of learning more about your natural abilities, you will be able to see how they fit into your search for the right occupation.

#1: Physical skills

No matter how quickly jobs are changing, there will always be those that demand **physical skills**. Strength and stamina (endurance) are physical aptitudes. They are necessary for jobs that require lifting or carrying, pushing or pulling, and staying in one position for a long time.

Construction workers, occupational therapists, baggage loaders, tree nursery workers and farmers must have strength and stamina.



Some workers need good **coordination.** Coordination (how well the parts of your body work together) is another physical aptitude. Coordination helps workers to climb, balance, bend or react quickly to what they see.

Fire fighters, waitresses and bus drivers depend on good coordination to help them in their jobs.

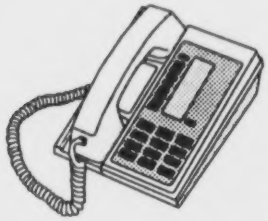
Dexterity means how well you can move your hands, fingers, legs and feet.

Most factory workers must have good hand and finger dexterity to pick up tiny objects or to solder small parts. Dancers and truck drivers depend on leg and foot dexterity to do their jobs. Graphic artists, musicians, sign language interpreters, data entry operators and dental hygienists depend on good finger dexterity.

People with physical disabilities must find ways to get the job done. If you have a disability, keep it in mind during the search for the right job. Learn what kind of accommodations (assistance, adjustments, tools and equipment) are available to overcome limits. Workers with disabilities must emphasize their strengths to employers.

Sensory skills (how well your senses work) are the last group of physical aptitudes. Workers must assess which physical aptitudes are needed. How much will the job depend on the worker's senses of sight, hearing, smell, touch and/or taste?

Telephone operators need to be able to speak clearly. Being able to hear well is important for police officers, receptionists and many other workers. Seeing clearly and correctly is necessary for pilots, bus drivers, train engineers and bookkeepers.



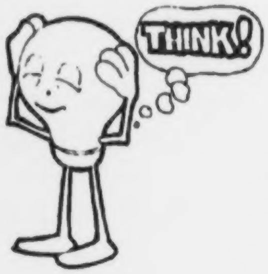
Workers who sort things need to be able to identify colors. Food workers use sensory skills such as taste and smell. Meat cutters, woodworkers and tailors all depend on the sense of touch in their jobs.

All our senses help us do jobs better, but in some careers, job success depends on how **well** our senses work.

Students with physical disabilities have an even greater task. These students may need to explain what they will need on a job to overcome their physical limitations. Some may need vision aids, sign language interpreters, large print materials or a raised or lowered table to help them work better. Their self-assessment is extremely important.

DO ASSIGNMENT SHEET 1.

#2: Mental aptitudes



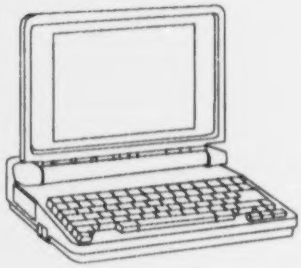
Just as each person has different physical strength, a person's mental strength varies, as well. We learn at different rates for different reasons. People who enjoy reading usually read more and therefore become better readers. People become better at almost anything that they do often. However, some people learn quickly without working very hard. We might say they have strong mental aptitudes or skills.

Strong mental aptitudes can be determined by how well a person can use mental skills such as concentration, remembering or thinking.

All workers must use some concentration, memory and thinking on the job, but some careers center around these mental skills. When you think about jobs you would like to explore, keep in mind how much mental ability is needed to do that job.

Movies often make certain careers seem glamorous. Examine all the requirements of an occupation before deciding on it.

Some workers have to pay close attention to details, while others concentrate on the big picture. Computer operators, typists and many assembly line workers concentrate daily on details.



Memory (remembering things for a long time) is an ability all workers must have to remember how and when to do their jobs. Some workers only have to remember general ideas, while others have to remember many small details.

Thinking is a mental skill that deals with how we work things out in our minds. The six main kinds of thinking are listed below.

1. **Instinctive or automatic thinking** is the natural ability to work things out or to do something. A person who thinks instinctively may solve a problem or do something well without being taught or told what to do.

   The higher the risk in a job (either to the worker or to the client), the more important it is to be able to use instinctive thinking. Lifeguards, doctors and truck drivers must be able to know what to do next automatically. A person's life may depend on it.

2. **Analyzing** is another kind of thinking. This means looking at all the parts, figuring them out and organizing the information so it makes sense.

   Tool and die makers, computer operators, repairers and meat cutters all need this mental aptitude.

OH WELL, IT HAPPENS TO ALL OF US, SOONER OR LATER.

3. **Constructive thinking** is used by seamstresses, tailors, plumbers, electricians and construction workers. They construct or repair things and imagine pictures in their minds. These people can look at a drawing or plan on paper and then see a finished, three-dimensional (3-D) product in their minds.

4. **Numerical thinking** is the ability to understand and use numbers. This is an important aptitude for bookkeepers, cashiers, computer operators and carpenters.

5. **Verbal thinking** is the ability to understand and use words. Jobs that involve supervising others or working with the public center around this kind of thinking.

6. **Creative thinking** is the ability to figure out new and different ways to use familiar things or express oneself.

   Many artists, dancers, floral arrangers, cooks and writers have this mental aptitude.

Knowing how you think and what your mental talents are can help you find job choices that will be easier and more interesting for you.

DO ASSIGNMENT SHEET 2.

#3: Personality aptitudes

What makes you "you"? Can you think of someone that you know who always seems to be in a good mood. Michelle is like that. No matter what happens, she can usually make a joke, laugh or find some way to make the best of things. Once in a while, someone will ask why Michelle is always so happy. The answer is usually, "Oh, I'm just that way."

The word **personality** means your nature--what makes you "you" inside. You show your personality skills by the way you handle yourself when things happen. Knowing your personality aptitudes can help you find related careers that make you happy.

One aptitude is the ability to **make decisions.** We all need this skill. When decision-making is easy to do, you have a strong aptitude for it. We might even say that you have a **decision-making personality**.

If it is difficult to do, you have a weak aptitude for decision-making. That means that you will need to work harder to learn to make good decisions.

Jobs in the future will require workers who have good **decision-making skills.**

Set long- and short-term goals. That is, in the short-term or near future, you need to decide on an occupation or on areas of occupations that may suit your personality. Then you will need to learn about the training that is required.

In the long term, you need to learn whether the occupation chosen will still be available. Of course, there is no way to know for sure, but it will help if you can study what experts say about jobs. These are mature decisions you will need to make.

Employers look for **responsible** workers. Many workers who do things for others or who have jobs that involve danger need to know how to make quick, correct decisions. They must be willing to accept responsibility.

All workers need to accept responsibility, but it is especially important for those who work by themselves or who care for others (such as sales clerks, carpenters, nurses and lifeguards).

Workers in high-pressure jobs need to **handle stress and tension**. Job pressure can come from the boss, from deadlines or from danger on the job. Office workers and salespersons sometimes experience stress when they have deadlines or quotas to meet.

Some people have strong aptitudes for taking responsibility. You can probably think of someone who often explains how to do things. When he/she is in a group and no leader is picked, he/she starts telling others the best way to get things done. This person has a strong personality aptitude for taking responsibility.

Other people feel shy and would rather not be in charge. They do a good job of carrying out plans once they are described by a leader. These people are needed in every occupation.

If you usually feel uncomfortable as a leader, don't pick that kind of job just because it may pay more or give more status (importance). Pick an occupation that fits your personality. Pick one that will make you happy and that will pay enough to support you and your family.

Willingness to **take risks** is a necessary personality trait if your job has any danger. Persons with this aptitude look at risks as exciting challenges where they can test their skills.

Skyscraper construction workers, fire fighters, police officers and fuel truck drivers need to be willing to take risks.

#4: Job-related aptitudes

Accuracy counts. Accuracy--or how carefully and correctly a job is done--is an aptitude most employers care about. It is especially important in some manufacturing jobs, where even a slight mistake could ruin the whole product.

Think about your aptitude for accuracy while looking for the right occupation. Certified public accountants, bankers, production assemblers, inventory checkers and pharmacists must be accurate when doing their jobs.

The ability to **influence others** is a useful aptitude. In the future, service occupations will offer more new jobs than any of the other industries. More people will have jobs that require them to please others as they provide one service or another. A personality aptitude for influencing other people will be needed.

When you have the ability to influence other people you can convince them to do what you ask. You are able to influence their likes and dislikes. This trait is very helpful for salespersons, store clerks, hair stylists, real estate agents, travel agents, paralegals and restaurant staff.

Adaptability is the best response to change. As we head into the next century, the kinds of jobs we do will continue to change very quickly. There will be many jobs in health services. Another fast-growing field will be paralegals (workers who help lawyers).

In the future American work force, there will be 61,000 fewer typists. Factories will use 170,000 fewer machine setters/operators. Farm workers will decrease by 153,000. **(America's Changing Work Force**, NUVENTURES Consultants, Inc. 1990)

Fastest Growing Occupations, 1990-2005
(Moderate Projections)

Occupations	Percent of growth
Home health aides	92%
Systems analysts and computer scientists	79%
Personal and home care aides	77%
Medical assistants	74%

As occupations continue to change in our country, we must have an aptitude of adaptability. How much ability you have to adapt is determined by how easily and how well you change when a situation changes.

Some people are easily upset by changes. They feel that it is easier to do things the same way. Many are afraid of change because they feel that they will have a difficult time learning the new ways or skills. They will be very disappointed because things will not stay the same.

Others see change as an opportunity to learn something new. They look forward to it. These people have a strong aptitude for change. When it is time to adjust to changes in the work force, these people will have the most success.

What are your personality aptitudes?

DO ASSIGNMENT SHEET 3.

Handout 1: Fastest Growing Occupations, 1990-2005
(Moderate Projections)

Occupations	Percent of growth
Home health aides	92%
Systems analysts and computer scientists	79%
Personal and home care aides	77%
Medical assistants	74%
Human services workers	71%
Radiologic technologists and technicians	70%
Medical secretaries	68%
Psychologists	64%
Travel agents	62%
Corrections officers	61%
Flight attendants	59%
Computer programmers	56%
Management analysts	52%
Child care workers	49%

Source: *Statistical Abstract of the United States, The National Data Book.* 112th edition. Washington, D.C.: U.S. Department of Commerce, Economics and Statistics Administration, Bureau of the Census, 1992.

Assignment Sheet 1: Physical Aptitudes

Directions: Listed below are 10 jobs. Rate how much the jobs use the physical aptitude listed beside them by circling the appropriate number.

			Not much				a lot
1.	Automotive mechanic	Strength	1	2	3	4	5
2.	Sales clerk	Strength	1	2	3	4	5
3.	Painter	Coordination	1	2	3	4	5
4.	Navy craftsman	Coordination	1	2	3	4	5
5.	Artist	Dexterity	1	2	3	4	5
6.	Computer operator	Dexterity	1	2	3	4	5
7.	Radio announcer	Speech	1	2	3	4	5
8.	Dog groomer	Hearing	1	2	3	4	5
9.	Cook	Vision	1	2	3	4	5
10.	Cosmetologist	Sense of touch	1	2	3	4	5

Assignment Sheet 2: Mental Aptitudes

Directions: Listed below are 10 jobs. Rate how much the jobs use the mental aptitude listed beside them by circling the appropriate number.

			Not much				a lot
1.	Sign painter	Concentration	1	2	3	4	5
2.	Dishwasher	Concentration	1	2	3	4	5
3.	Meter reader	Memory	1	2	3	4	5
4.	Bus driver	Memory	1	2	3	4	5
5.	Fire fighter	Predict outcome	1	2	3	4	5
6.	Production assembler	Analyze and organize	1	2	3	4	5
7.	Cashier	See 3-D images in mind	1	2	3	4	5
8.	Insurance salesperson	Understand numbers	1	2	3	4	5
9.	Bricklayer	Understand words	1	2	3	4	5
10.	Cabinet maker	Creative thinking	1	2	3	4	5

Assignment Sheet 3: Personality Aptitudes

Directions: Listed below are 10 jobs. Rate how much the jobs use the personality aptitude listed beside them by circling the appropriate number.

			Not much				a lot
1.	Carpenter	Makes decisions	1	2	3	4	5
2.	Ambulance attendant	Takes responsibility	1	2	3	4	5
3.	Usher	Takes responsibility	1	2	3	4	5
4.	Store clerk	Handles stress	1	2	3	4	5
5.	Locksmith	Uses accuracy	1	2	3	4	5
6.	Ticket taker	Uses accuracy	1	2	3	4	5
7.	Stock car driver	Takes risks	1	2	3	4	5
8.	Fork lift operator	Influences others	1	2	3	4	5
9.	Santa Claus	Influences others	1	2	3	4	5
10.	Receptionist	Adapts to change	1	2	3	4	5

Assignment Sheet 4: Aptitude Form

Directions: Use this page to develop your own occupation and aptitude chart. Rate how much the jobs use the aptitude listed beside them by circling the appropriate number. Handout 1 in Lesson 2 may be helpful to you.

Job	**Aptitude**	Not much				a lot
1.		1	2	3	4	5
2.		1	2	3	4	5
3.		1	2	3	4	5
4.		1	2	3	4	5
5.		1	2	3	4	5
6.		1	2	3	4	5
7.		1	2	3	4	5
8.		1	2	3	4	5
9.		1	2	3	4	5
10.		1	2	3	4	5

Assignment Sheet 5: Aptitude Self-Assessment

Directions: How difficult or easy are the activities below for you? Rank each aptitude below between 1 and 5. Circle 1 if the task is very easy for you, 2 if it is somewhat easy, 3 if it is neither easy nor difficult, 4 if it is somewhat difficult and 5 if it is hard to do.

Activity	Easy				Difficult
Physical tasks 1. Carrying, pushing, pulling	1	2	3	4	5
2. Staying in one position for a long time	1	2	3	4	5
3. Climbing, balancing, bending	1	2	3	4	5
4. Reacting quickly to things	1	2	3	4	5
5. Using hands, fingers, legs and feet skillfully	1	2	3	4	5
6. Using eyesight and hearing	1	2	3	4	5
7. Using smell, taste and touch	1	2	3	4	5
Mental tasks 1. Concentrating, remembering, thinking	1	2	3	4	5
2. Doing new things well without being taught	1	2	3	4	5
3. Figuring things out/organizing information	1	2	3	4	5
4. Using numbers	1	2	3	4	5
5. Figuring out new ways to use or do things	1	2	3	4	5
Personality tasks 1. Accepting responsibility	1	2	3	4	5
2. Handling pressure and stress	1	2	3	4	5
3. Taking chances or risks	1	2	3	4	5
4. Keeping accurate records	1	2	3	4	5
5. Influencing other people	1	2	3	4	5
6. Accepting changes	1	2	3	4	5

NOTE: The group of tasks with the lowest totals indicates your strongest aptitude.

Lesson 4 Review

Directions: For each question, place a check mark on the line in front of the answer.

1. What do we call things that we can do because we have learned or practiced them?

__a. Aptitudes
__b. Skills
__c. Abilities
__d. Talents

2. What is another word for natural ability?

__a. Aptitudes
__b. Skills
__c. Endurance
__d. Dexterity

Directions: For questions 3-5, twelve aptitudes are listed below. Divide the aptitudes into three categories: physical, mental and personality. Write each aptitude under its correct category.

Concentration
Sensory skill
Influencing
Memory
Taking responsibility
Coordination

Numerical thinking
Dexterity
Being accurate
Handling stress
Strength
Creativity
Stamina

3. Physical aptitudes

4. Mental aptitudes

5. Personality aptitudes

6. List one aptitude (physical, mental or personality) needed for each of the jobs below.

Job	**Aptitude**
Construction worker	
Sign painter	
Cashier	

Lesson 5: Basic Workplace Skills

Learner Outcomes

#1. Identify ways the workplace has changed recently.

#2. Describe why reading and listening skills are important in the workplace.

#3. Identify the importance of speaking and writing skills.

#4. Explain how math skills are used in the workplace.

#1: The changing workplace

The way we work, spend leisure time and experience life has changed so much that many people say that we are in a technological revolution. **Technology** refers to the tools, machines, materials and the way we go about producing goods and services. A **revolution** is a complete change.

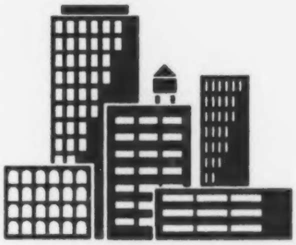
> "No reading, no writing, no arithmetic = no jobs."
>
> *(Vocational Education Journal*, October 1990)

During the 1980s alone, we developed personal computers, VCRs, microwave ovens, CD players, car phones, FAX machines, voice-mail, video games, stereo TVs, digital thermometers, bank ATMs (automatic teller machines) and many more tools *(Working Woman*, November 1991).

This is why basic skills are needed so much. Employers believe that workers who have good communication and math skills can be taught technical skills.

Basic skills are important to **workplace literacy.** Literacy is the ability to read and write. People who are not able to read and write well have a literacy problem. Illiteracy costs employers billions of dollars.

The basic skills needed in the workplace are changing. Business and industry need workers who can do many, many tasks. They need workers who can think for themselves and solve problems. Workers must be flexible and willing to learn new things. In all cases, workers must be able to communicate with others.



We can't do things the same old way. Think about how the secretary's job changed. In the late 1970s, a person could take a few typing classes in high school and have a fair chance of getting an office job. Basically, secretaries needed to know how to type, answer the phones and file.

Today, secretaries must know much more. They must know how to use many different kinds of office equipment. This equipment includes computers, answering machines and voice-mail, copiers, FAX machines, scanners and video equipment. Secretaries need good basic skills and more training to learn all the new things they need to know.

Education, training and employment are partners in preparing literate workers. Some students are impatient to get out of school and think education happens only at school. Others are finding out that learning is a **lifelong process.** We never stop learning.

DO ASSIGNMENT SHEET 1.

#2: Reading and listening

Reading skills are very important. Employees must read manuals to learn new programs and machine operation.

Computers are used by workers at gas stations, grocery stores, doctors' offices, restaurants, department stores and in industry.

Some jobs require more reading than others. Employees in technical, professional, marketing/sales, office and health occupations read a great deal.

Some people believe that they are listening when they hear another person's voice. This is not always true.

Good listeners pay attention to what is being said. They do not plan how they will respond before they have heard *everything* that is being said. Good listeners use eye contact when it is appropriate. They show they are listening by responding to every part of a statement or question in a clear manner.

DO ASSIGNMENT SHEET 2.

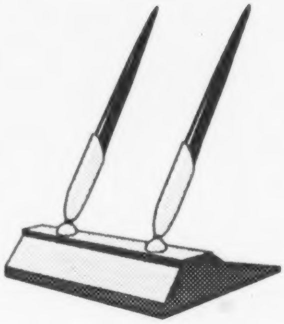
#3: Speaking and writing clearly

Speaking is important for most workers. However, sales clerks, office workers, service station attendants and preschool teachers must use speaking skills a great deal. Whether in person or on the telephone, these workers must get their messages across clearly and in a pleasant way.

In a job interview, speaking can make the difference in whether you are hired. The things you say can cause people to become angry, laugh, cry, do what you ask, feel confident or feel discouraged. People with speech and hearing disabilities can use assistive devices to communicate with others.

Knowing how to use speaking skills can help with job advancement. Terrific new ideas could be rejected if workers are not able to sell those ideas.

Writing is another way to communicate with others. For deaf people, writing is their primary communication with hearing people. The written message should be clear in intent and legible (readable).



Writing in the workplace has changed. Although much writing is still done by hand, workers also use typed memos or computer networks to communicate with each other. Keyboarding is an essential skill for most workplace settings.

Many workers use writing skills on their jobs. Hotel desk clerks, mail order clerks, private duty nurses, school secretaries and answering service operators need good writing skills. Most of them use both handwritten and computerized note-taking skills.

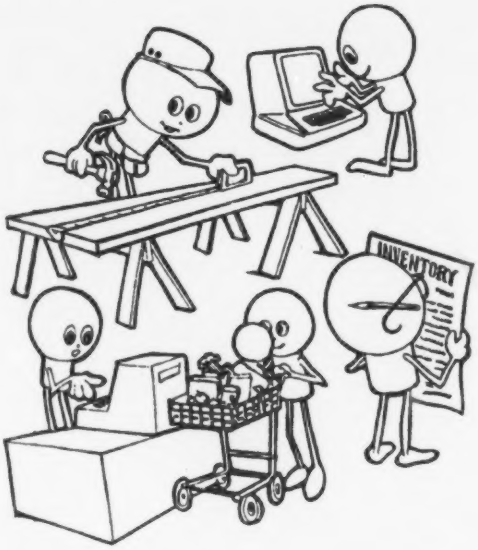
DO ASSIGNMENT SHEET 2.

#4: Math

Everyone needs good math skills. Knowing how to add, subtract, multiply and divide is necessary to understand financial (money) matters. Some of these things include understanding your paycheck, filling out income tax forms, balancing bank statements and planning a budget.

Math is used in many ways by workers. Sales orders, restaurant tickets, store inventories and company reports involve math skills. Carpenters, construction workers and carpet layers use math to measure things correctly and to charge for their work.

Factory workers use numbers to operate their machines. Company managers must keep budgets and inventories, order products and maintain records that require good math skills.



Many other workers use math on the job. Service station attendants, electricians, electronic technicians, statistical clerks, bookkeepers, accounting clerks and cashiers are only a few.

DO ASSIGNMENT SHEET 3.

Assignment Sheet 1: Listening and Reading Skills

Directions: Five jobs are listed below. Beside each job title, list at least one way that workers use listening skills and one way that they use reading skills.

Worker	Listening	Reading
1. Air conditioning mechanic		
2. Baker		
3. Carpenter		
4. Laundry worker		
5. Receptionist		

Directions: Use the *Occupational Outlook Quarterly* tables in the appendix. Develop your own chart below.

Worker	Listening	Reading

Assignment Sheet 2: Speaking and Writing Skills

Directions: Five jobs are listed below. Beside each job title, list at least one way that workers use speaking skills and one way that they use writing skills.

Worker	Speaking	Writing
1. Waiter/waitress		
2. Grounds keeper		
3. Florist		
4. Nursing aide		
5. Taxi cab driver		

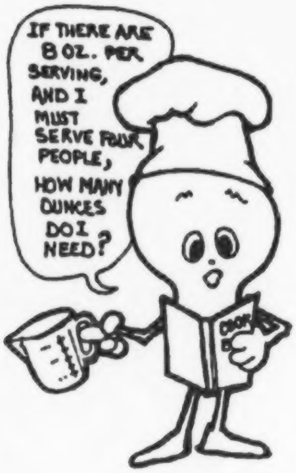
Directions: Use the *Occupational Outlook Quarterly* tables in the appendix. Develop your own chart below.

Worker	Listening	Reading

Assignment Sheet 3: Math Skills

Directions: Ten jobs are listed below. Beside each job title, list at least two ways in which that worker uses math skills.

Worker	**Math use**
1. Automotive mechanic	
2. Bus driver (local transit)	
3. Baker	
4. Service station attendant	
5. Paperhanger	
6. Stockroom clerk	
7. Bookkeeper	
8. Travel agent	
9. Food counter worker	
10. Roofer	


IF THERE ARE 8 OZ. PER SERVING, AND I MUST SERVE FOUR PEOPLE, HOW MANY OUNCES DO I NEED?

Lesson 5 Review

Directions: For each question, place a check mark on the line in front of the answer. (More than one answer may be correct for some questions.)

1. Which is NOT a basic skill looked for by employers?

__a. Communicating
__b. Math
__c. Listening
__d. Supervising

2. Why is workplace literacy important?

__a. Workers who have it can retire early.
__b. Workers who read and write poorly cost companies money.
__c. It comes in multiple colors.
__d. It is popular today.
__e. None of the above

3. Why have basic workplace skills changed?

__a. There is not enough money anymore.
__b. Learning is lifeless.
__c. Technology has affected many jobs.
__d. Because of foreign competition

4. Which worker uses writing most?

__a. Home health aide
__b. Food preparation worker
__c. Secretary
__d. Construction helper

5. Why are math skills useful?

__a. To work out financial (money) matters
__b. To operate some machines
__c. To measure and weigh things accurately
__d. All of the above

6. Which skills are needed by business and industry?

__a. Think critically
__b. Solve problems
__c. Be flexible
__d. All of the above

7. Why is learning lifelong?

__a. Our world never stops changing.
__b. We are not very smart.
__c. School teachers are out of work.
__d. Math facts keep changing.

8. What do good listeners do?

__a. Pay attention to what is being said
__b. Respond after hearing everything being said
__c. Use eye contact when appropriate
__d. All of the above

Lesson 6: Strengths and Weaknesses

Learner Outcomes

#1. Assess your interests using an inventory selected by your instructor.

#2. Determine your aptitudes using an inventory selected by your instructor.

#3. Assess your communication skills using a reading test selected by your instructor.

#4. Determine your math skills using a math test selected by your instructor.

#1 and #2: Interests and aptitudes

In the other lessons in this module, you learned why knowing about your interests, aptitudes and skills is important in choosing a career. Before entering a career, it helps to know that you can succeed and feel satisfied in it.

Most workers who succeed at their jobs have related skill levels of 50% or more. By testing yourself, you will see if your career choices match what you can do or what you are interested in.

If they match, then you can explore those choices further. If they do not match, though, you must decide if you are willing to change your career choice(s) or develop new interests and skills.

Your teacher has chosen several tests and forms to help in looking at your interests and what you do well. When you have finished the tests and the results are back, your teacher will explain what the results mean.

These results are yours to keep as a part of your personal record. Put them in a file folder where you can look at them as you explore different jobs.

Now take a few minutes to sharpen your pencils and your thinking before the testing begins.

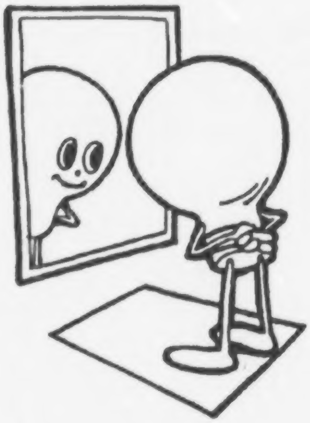
DO ASSIGNMENT SHEET 1.

Once there was a baker who wanted to make bread. The baker mixed small amounts of yeast, salt, shortening and sugar to flour and milk. The ingredients by themselves did not amount to very much. But after mixing, rising and baking, the dough changes and results in a loaf of bread. That bread was much larger and more delicious than any of the ingredients the baker used to make it.

The story of bread-baking is a good example of how we all are unique, a special and larger result of the combination of our "ingredients."

We all have different individual traits--traits that have to do with the body, emotions, mind, spirit and relationships with others.

All those traits are influenced by our experiences, and they show themselves as interests, aptitudes and abilities. The result is a one-of-a-kind person, interesting and full of potential. It takes all our traits and experiences to make us who we are.



By looking at all our parts--our strengths and weaknesses--we can see how they work together to make us like we are.

We can also look at how we want to be. Looking at ourselves can help us choose future experiences that will encourage our present strengths or develop new ones. We will match that resulting combination with job demands and benefits to find a career we enjoy where we can be successful.

DO ASSIGNMENT SHEET 2.

Assignment Sheet 1: How You Will Look

Directions: Listed below are the different ways you will be looking at yourself. Beside each category, list the corresponding title of the test or form that you will be taking. Pay close attention as the teacher gives the information you need to begin this form. After results from the tests are returned to you, record results here.

Areas to look at	**Test or Form**	**Results**
1. Interests	______________________	____________
2. School interests	______________________	____________
3. Aptitudes	______________________	____________
4. Vocabulary/reading	______________________	____________
5. Math	______________________	____________

Assignment Sheet 2: Interest Questionnaire

Name________________________________

Age ____________ Grade ____________ Date____________

Directions: After each item, check whether this activity is done with people, things/tools, data or ideas.

Activities	People	Things/ Tools	Data	Ideas
1. List your favorite hobbies. a.				
b.				
c.				
d.				
2. List jobs that relate to each hobby listed above. a.				
b.				
c.				
d.				
3. List chores you do at home. a.				
b.				
c.				
d.				
4. List occupations that use similar skills to the chores in #3. a.				
b.				

Activities	People	Things/ Tools	Data	Ideas
c.				
d.				
5. List your favorite school subjects. a.				
b.				
c.				
d.				
6. List courses you would like to take, but have not yet. a.				
b.				
c.				
d.				
7. List jobs related to subjects in #5 and #6 above. a.				
b.				
c.				
d.				
8. List jobs you hold or have held. a.				
b.				
c.				
d.				
9. List things you enjoy(ed) about these jobs. a.				

Activities	People	Things/ Tools	Data	Ideas
b.				
c.				
d.				
10. List things you dislike(d) about these jobs. a.				
b.				
c.				
d.				
11. List other jobs that are similar to the jobs in #8. a.				
b.				
c.				
d.				
12. List school activities that are important to you. a.				
b.				
c.				
d.				
13. List clubs in which you have been a member. a.				
b.				
c.				
d.				

Activities	People	Things/ Tools	Data	Ideas
14. List involvement in church or community activities. a.				
b.				
c.				
d.				
15. List special training or private lessons you have taken. a.				
b.				
c.				
d.				
16. List jobs that are related to activities in #14 and #15. a.				
b.				
c.				
d.				
17. Other than items already mentioned, list jobs you would enjoy. a.				
b.				
c.				
d.				
Totals (Count 1 per check mark.)				

18. In which group did you have the most check marks (people, things/tools, data or ideas)?

19. Did your answer in #18 match what you listed and checked in #17?

20. Are the jobs you listed in #17 possible/realistic/likely to be jobs you will do as an adult?

Assignment Sheet 3: Preference Questionnaire

Name ______________________________ Date ____________

Age ______ Grade ______ School ______________________________

Directions: Use the space below to write about your preferences to the following questions. Describe how the preferences you name could help in deciding on needed preparations for the future. Include other things that were not in these questions that will have an impact on your decisions.

1. Do you plan to continue your education or training after high school? ___Yes ___No Please explain.

2. After finishing high school or training, what kind of job could you get where you live now?

3. How far would/could you travel to work each day?

4. How will you get to work?

5. Would you consider moving away from home to get the training or education you need? ___Yes ___No

6. How far would you be willing to move away from home to find work?

7. Are there things about a job that are particularly important?___Yes ___No Please explain.

8. What would be the ideal work setting? Where would you prefer to work? (in the country, city, an office, outside, etc.)

9. On the job, do you like to work in one place or do you prefer to move around?

10. With what types of people do you like to work?

11. If given the choice of doing any three jobs in the world, which three jobs would you choose?

12. What kinds of clothes would you like to wear to work?

13. Do you have any physical limitations or problems that should be considered in choosing a career/job? ___Yes ___No Please explain.

14. If the answer to #13 was yes, then what kinds of accommodations (assistance/adjustments) will you need to be successful in your job?

15. Are there any special holidays during which you cannot work because of religious or cultural reasons? ___Yes ___No Please explain.

16. What kind of work would you like to be doing five years from now?

17. If hired for this ideal job, what would your duties be? What kind of things would you be required to do?

18. Will you be able to move up to a better job or higher position? ___Yes ___No
Please explain.

19. How much education, training or experience is required for you to reach your ideal goals?

20. Describe how your preferences could affect your career choices.

Assignment Sheet 4: Aptitude Checklist

Directions: Think of how well you can do the skills below. Do not be concerned about what others may think. Do not rate yourself high because you think that is expected of you. Also, be careful not to rate yourself low because it feels like you may be bragging. Be fair to yourself. Be honest.

Skills	Excellent 4	Good 3	Fair 2	Poor 1
Thinking Skills Remembering: lists				
names				
locations				
sequences				
Applying knowledge (to other situations)				
Following instructions				
Planning				
Organizing				
Making decisions				
Making judgments				
Solving problems				
Working with things				
Concentrating				
Doing several things (at the same time)				
Changing tasks often				
Handling emergencies				
Handling unusual situations				
Initiating changes				

Skills	**Excellent 4**	**Good 3**	**Fair 2**	**Poor 1**
Dealing with ideas				
Dealing with routine				
Perceptual Skills Auditory hearing sounds				
blocking out unimportant sounds				
judging how far away a sound is				
Visual seeing color hues				
seeing shade differences				
telling size and shape				
judging distances				
Touch determining sizes				
determining shapes				
determining temperatures				
determining textures				
sensing motion				
Smell telling different odors				
Social Skills Getting along with others				
Being friendly				
Participating in groups				
Correcting behavior in language				
manner				
dress				

Skills	**Excellent 4**	**Good 3**	**Fair 2**	**Poor 1**
grooming				
Working with a team				
Being sensitive to others' needs				
rights				
feelings				
Asking for/accepting help (when needed)				
Physical Skills Moving around easily				
Showing strength				
Showing stamina				
Balancing				
Using legs				
Using arms				
Using hands				
Using fingers				
Coordinating eye-hand movements				
Coordinating eye-hand-foot movements				
Mathematical Skills Counting				
Telling time				
Measuring				
Adding/subtracting				
Multiplying/dividing				
Using common fractions				

Skills	Excellent 4	Good 3	Fair 2	Poor 1
Using decimals				
Making change				
Estimating size				
distance				
weight				
Verbal/Language Skills Communicating orally				
Communicating in writing				
Reading				
Using technical words				
Spelling				
Keeping records				
Completing forms				
Using the telephone				
Expressing ideas correctly				
Using appropriate volume when speaking				
Using understandable language				
Using eye contact				
Listening accurately				
Learning Skills Learning through hearing words				
Learning through seeing words				
Learning through experience				
Learning in a group				
Learning alone				

Assignment Sheet 5: Looking at Myself

Name______________________________________ Age_____ Grade______

Directions: This form will be used often in later lessons for comparisons. Ask your instructor about completing this form in pencil or covering it in plastic so it can be reused. Then, file it in your file folder.

1. Things I can or will be able to do best:
   a.
   b.
2. Things that I like to do the most:
   a.
   b.
3. I am willing to complete this much training: (Please circle.)
   High school grades: 9 10 11 12
   College/technical training: 1 2 3 4 4+ years
   Specific vocational preparation (years): 1 2 3 4
4. School classes that I like and do well in:
   a.
   b.
5. The amount of money I would like to earn:
   Starting: $_______ Average: $_______ Top: $_______
6. Things I like about some jobs:
   a.
   b.
7. Things I do not like about some jobs:
   a.
   b.

Appendix:

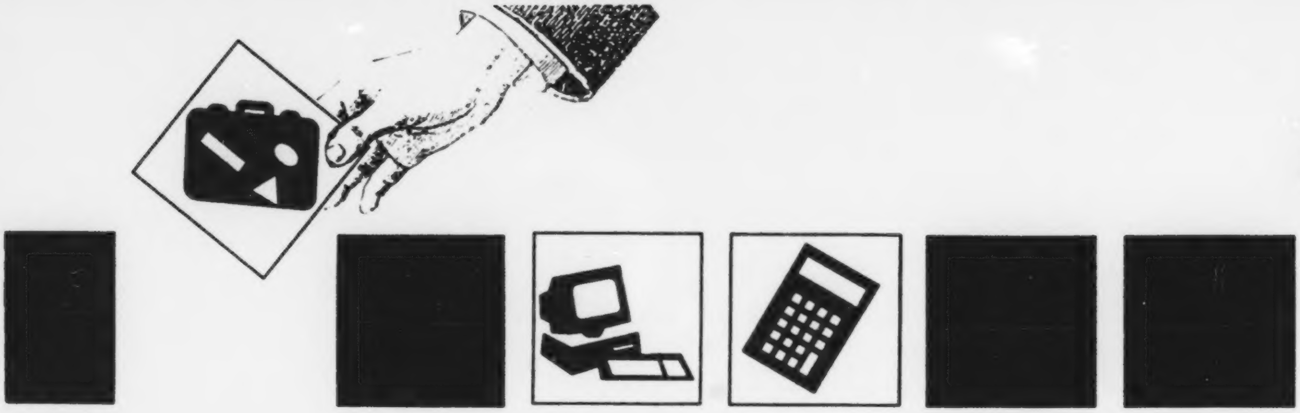
Matching Personal and Job Characteristics

Having looked at the job puzzle, you can now focus your career search. The accompanying table matches 18 job characteristics to over 200 occupations studied in the occupational outlook program. You can use it to match yourself with the characteristics associated with various occupations. Be realistic when matching your interests, skills, and goals to a career. For example, you can't become a neurosurgeon without completing college and many years of advanced study, and elementary school teachers do not make $100,000 per year. Being realistic will help you eliminate some possible career choices and identify others that may interest you.

The table can be used in various ways. If you are interested in a specific occupation, you can find out some general characteristics of that occupation. If you are considering psychology, for example, the table indicates that psychologists need a college degree, treat and advise others, and do analysis and evaluation. If the field of education appeals to you, the table provides information about various jobs in that field. If you have no idea about an occupation or field but do know what skills you possess, the table can help you identify careers that might interest you.

Although this table presents information on occupations and skills, it is intended only as a general guide. Don't rule out an occupation because one or two characteristics don't appeal to you. The table addresses primary characteristics of a typical job in that occupation. Not all jobs in an occupation are alike. There may be some differences by specialty, employment setting, or level of experience. For example, jewelers in retail stores deal with the public daily, while those in manufacturing rarely have contact with the public. Counseling psychologists work with people in offices, while experimental psychologists may work with animals in laboratories. Furthermore, you could find two dissimilar occupations that share some characteristics. For example, public relations specialists and dietitians are unrelated occupations, but both require analyzing and troubleshooting ability.

Most occupations cannot be easily categorized by job characteristics. The process of selecting and defining occupational characteristics relies upon the best judgment of analysts who study trends of the selected occupations. Because final decisions rely upon judgment, there may be some questions as to which characteristics apply to a particular occupation. For instance, teachers spend much of their day on their feet, which is physically tiring. However, the table does not indicate physical stamina as a key characteristic of teachers because they can teach while sitting at a desk. Construction laborers, in comparison, must lift heavy objects and endure physical stress and strain to perform their work. Take the time to learn more about occupations that interest you; this may include following the suggestions mentioned in the section on additional information.



		Data Information				People					Things		Working conditions					
	Education	Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Management and Financial Occupations																		
General management occupations																		
Administrative services managers	HS, PS, C		●	●				●										
Employment interviewers	PS		●						●	●								
Hotel managers and assistants	C		●	●				●		●								●
Inspectors and compliance officers, except construction	C	●	●	●						●					●			
General managers and top executives	C		●	●				●	●									
Government chief executives and legislators	C		●	●				●	●	●					●		●	●
Management analysts and consultants	C	●	●	●														
Personnel, training, and labor relations specialists and managers	C		●	●				●		●								
Purchasing agents and managers	PS, C	●	●	●				●	●									
Financial occupations																		
Accountants and auditors	C	●	●	●														
Budget analysts	C	●	●	●														
Cost estimators	PS, C	●	●															
Financial managers	C	●	●	●				●										
Mathematical, Scientific, and Related Occupations																		
Mathematical occupations																		
Actuaries	C	●	●															
Computer systems analysts	C	●	●	●														
Computer programmers	C		●	●														
Mathematicians	C	●	●															
Operations research analysts	C	●	●	●														
Statisticians	C	●	●															

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		Data Information				People					Things		Working conditions					
	Education	Researching and computing	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Engineering occupations																		
Drafters	PS		●	●														
Engineers (aerospace, chemical, civil, electrical and electronic, industrial, mechanical, metallurgical, mining, nuclear, petroleum)	C	●	●	●														
Engineering, science, and data processing managers	C	●	●	●				●										
Engineering technicians	PS	●	●	●							●							
Scientists and related occupations																		
Life scientists																		
Agricultural Scientists	C	●	●															
Biological Scientists	C	●	●															
Foresters	C	●	●											●	●	●		
Physical scientists (chemists, geologists and geophysicists, meteorologists, physicists, astronomers)	C	●	●															
Cartographers and geographers	C	●	●															
Science technicians	PS	●																
Architects and surveyors																		
Architects	C	●	●		●													
Landscape architects	C	●	●		●									●				
Surveyors and surveying technicians	PS, C	●	●	●											●			

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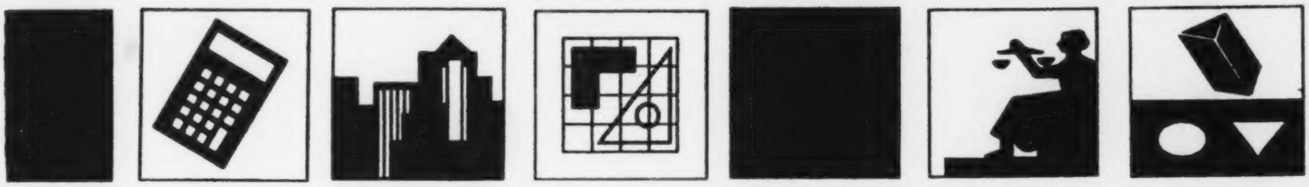

Legal, Social Science, and Human Service Occupations

		Data Information				People					Things		Working conditions					
	Education	Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Legal occupations (also see stenographers and court reporters under administrative support occupations)																		
Lawyers and judges	C	●	●	●			●		●	●								
Paralegals	PS	●	●							●								
Social scientists and urban planners																		
Anthropologists and archaeologists	C	●	●												●	●		
Archivists, curators, and historians	C	●	●															
Economists	C	●	●															
Marketing research analysts	C	●	●							●								
Psychologists	C	●	●	●			●		●	●								
Urban and regional planners	C	●	●	●					●	●								
Sociologists	C	●	●							●								
Social and recreation workers																		
Human services workers	PS, C	●	●				●			●					●			●
Recreation workers	HS, PS, C					●				●					●	●	●	●
Social workers	C	●	●	●			●		●	●					●			
Religious workers (ministers, rabbis, priests)	PS, C					●	●	●	●	●					●			●

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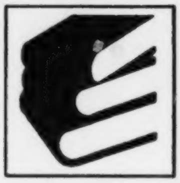

	Education	Data Information: Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	People: Instructing	Treating and advising	Supervising	Persuading	Public contact	Things: Mechanical ability	Operating a vehicle	Working conditions: Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Education and Related Occupations																		
Education occupations																		
Adult education teachers and college faculty	C	●	●	●		●	●										●	●
Counselors	C		●	●		●	●		●	●								
Education administrators	C		●	●		●		●	●	●								
Kindergarten, elementary, and secondary school teachers	C		●	●		●	●											
Preschool workers	HS, PS, C			●		●	●			●							●	
Teacher aides	HS, PS					●											●	
Library occupations																		
Librarians	C	●		●						●							●	●
Library assistants and bookmobile drivers	HS									●		●			●		●	●
Library technicians	HS	●								●							●	●
Health Care Occupations (chiropractors, dentists, optometrists, physicians, podiatrists, veterinarians)																		
Health diagnosing practitioners	C	●	●	●		●	●			●								●
Health services managers	C	●	●	●				●	●									
Health assessment and treating occupations																		
Dietitians and nutritionists	C		●	●		●	●			●							●	
Occupational therapists	C		●	●		●	●			●								
Pharmacists	C		●	●		●	●			●								●
Physical therapists	C		●	●		●	●			●						●	●	
Physician assistants	C		●	●		●	●			●								●
Recreational therapists	C		●	●		●	●			●					●	●	●	
Registered nurses	PS, C		●	●		●	●			●						●	●	●
Respiratory therapists	PS, C		●	●		●	●			●								
Speech-language pathologists and audiologists	C		●	●		●	●			●								

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	Education	Data Information				People					Things		Working conditions					
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Health technologists and technicians																		
Clinical laboratory technologists and technicians	PS, C		●										●					
Dental hygienists	PS					●	●			●							●	
Dispensing opticians	HS, PS									●								
EEG technologists	PS	●								●			●					
EKG technicians	HS	●								●			●					
Emergency medical technicians	PS		●	●			●			●					●		●	●
Licensed practical nurses	PS						●			●						●	●	●
Medical record technicians	PS	●	●															●
Nuclear medicine technologists	PS	●								●								
Radiologic technologists	PS	●								●			●					
Surgical technicians	PS						●			●								
Health service occupations																		
Dental and medical assistants	HS						●			●							●	
Nursing and psychiatric aides	HS, PS						●			●							●	●
Homemaker-home health aides							●			●					●		●	

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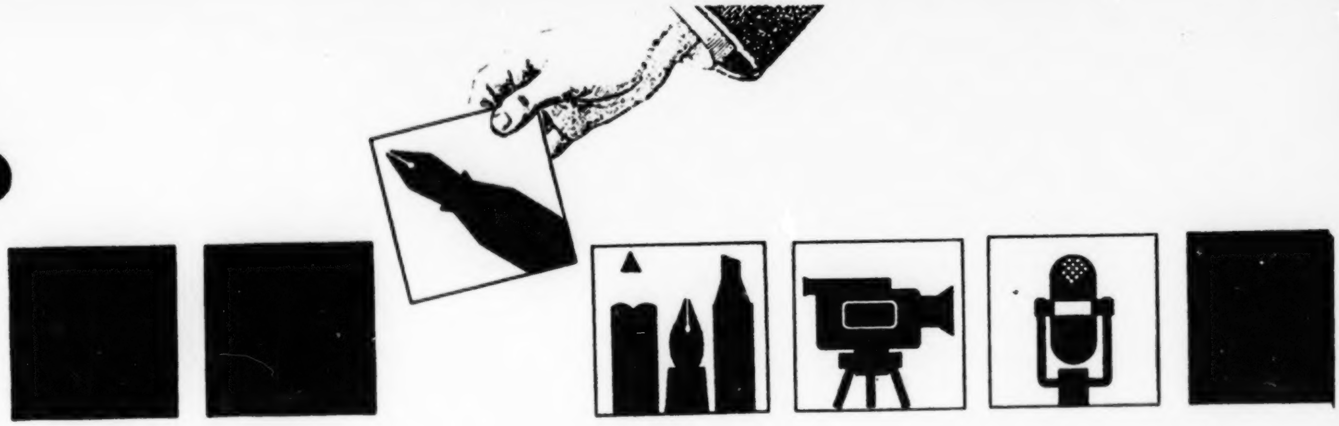

Communication, Visual Arts, and Performing Arts Occupations

		Data Information				People					Things		Working conditions					
	Education	Researching and computing	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Communications occupations																		
Broadcast technicians	PS			●							●							●
Marketing, advertising, and public relations managers	C		●	●	●			●	●	●				●				
Public relations specialists	C	●	●	●	●				●	●				●				
Radio and television announcers and newscasters	HS, PS, C	●	●		●				●	●								●
Reporters and correspondents	C	●	●		●				●	●					●			●
Writers and editors	PS, C	●	●		●				●	●								
Visual arts occupations																		
Designers	HS, PS, C				●					●								
Photographers and camera operators	PS				●					●	●				●			
Visual artists	HS, PS, C				●													
Performing artists																		
Actors, dancers, musicians					●					●					●	●	●	●
Directors, choreographers, and conductors		●	●	●	●	●		●	●	●					●			●

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		Data Information				People					Things		Working conditions					
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Sales and Related Occupations																		
Marketing, retail, and sales occupations																		
Cashiers										●			●				●	●
Counter and rental clerks										●			●				●	●
Manufacturers' and wholesale sales representatives	C	●	●	●		●			●	●					●			
Retail salesworkers									●	●							●	●
Securities and financial services sales representatives	C	●	●				●		●	●								
Services sales representatives	HS					●			●	●								
Travel agents	HS	●		●					●	●							●	●
Wholesale and retail buyers and merchandise managers	PS, C	●	●	●				●		●								
Insurance occupations (also see adjusters, investigators, and collectors under administrative support occupations, and actuaries under mathematical occupations)																		
Insurance agents and brokers	PS, C	●	●				●		●	●								
Underwriters	PS, C	●	●															
Real estate occupations																		
Property and real estate managers	C	●	●	●				●	●	●					●			
Real estate agents, brokers, and appraisers	HS, PS	●	●	●			●		●	●					●		●	●

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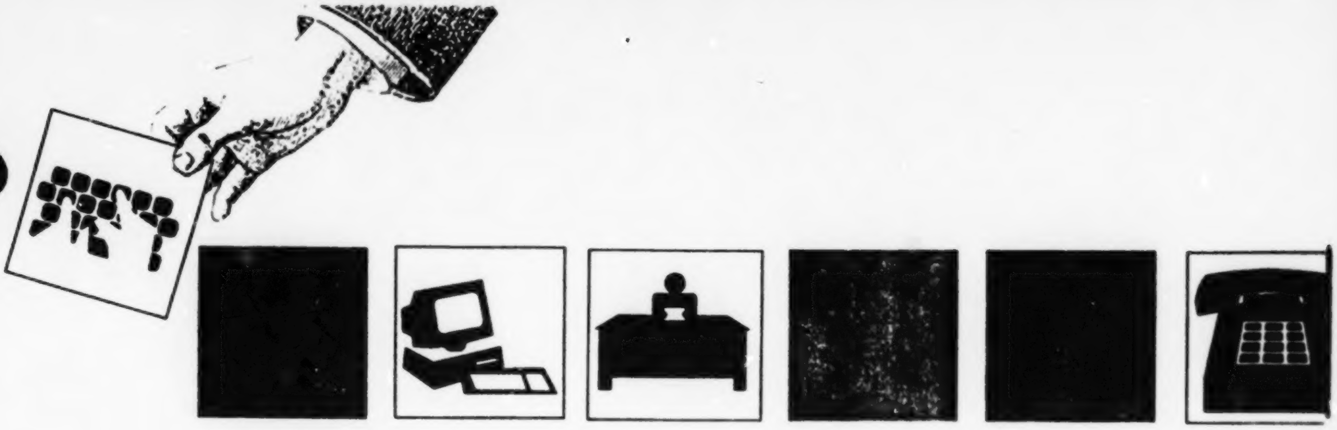

		Data Information				People					Things		Working conditions					
	Education	Researching and computing	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Administrative Support Occupations																		
Adjusters, investigators, and collectors	HS, PS, C	●	●							●								
Bank tellers	HS, PS									●			●				●	
Clerical supervisors and managers	HS, PS, C		●	●				●										
Computer and peripheral equipment operators	PS			●														●
Credit clerks and authorizers	HS	●											●					
Dispatchers	HS			●						●			●					●
General office clerks	HS																●	
Mail carriers	HS									●		●	●		●	●	●	
Mail clerks	HS												●					
Material recording, scheduling, and distributing occupations (stock clerks, shipping and receiving clerks)	HS												●					
Messengers	HS									●		●	●	●	●	●	●	
Postal clerks	HS									●			●				●	
Receptionists and other information clerks (hotel and motel clerks, interviewing and new accounts clerks, receptionists, reservation and ticket clerks)	HS									●			●					
Record clerks (billing, bookkeeping, accounting, brokerage, file, order, payroll, and personnel clerks)	HS	●											●					
Secretaries	HS			●						●								
Stenographers and court reporters	PS												●				●	
Telephone, telegraph, and teletype operators	HS									●			●					●
Typists, word processors, and data entry keyers	HS												●					

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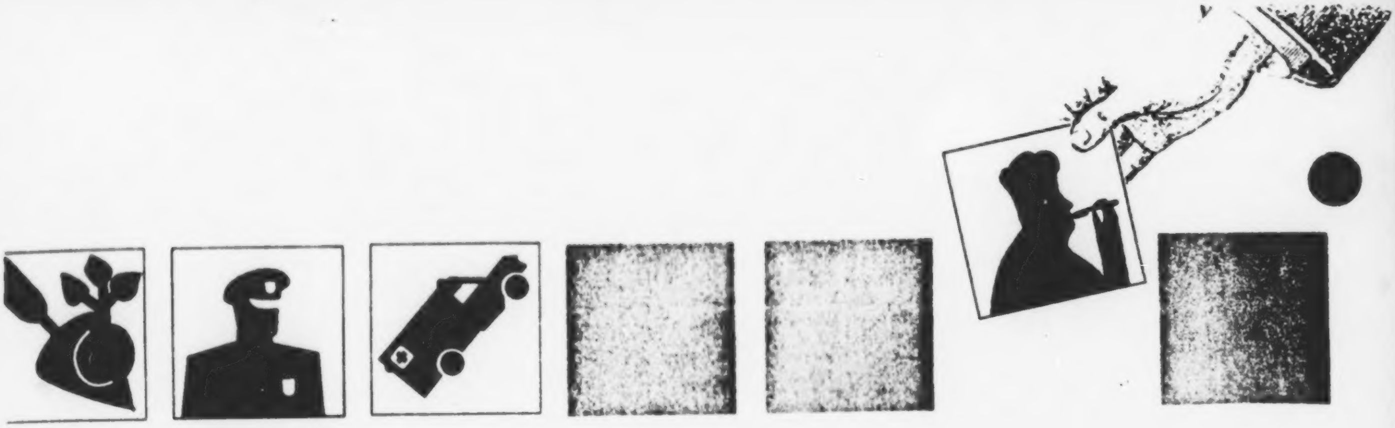

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	Education	Researching and compiling	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Service Occupations																		
Protective service occupations																		
Correction officers	HS							●										●
Firefighting occupations	HS			●				●		●		●			●	●		●
Guards	HS									●			●				●	●
Police, detectives, and special agents	HS	●	●	●				●		●		●			●	●		●
Food and beverage preparation and service occupations																		
Chefs	PS					●		●										●
Cooks and other kitchen workers	HS												●				●	●
Food and beverage service occupations	HS									●			●				●	●
Restaurant and food service managers	C		●	●				●		●								●
Personal service and facility maintenance occupations																		
Animal caretakers, except farm	HS														●	●		●
Barbers and cosmetologists	PS									●			●				●	●
Gardeners and groundskeepers												●	●		●	●	●	●
Janitors and cleaners													●			●	●	●
Private household workers															●	●	●	●

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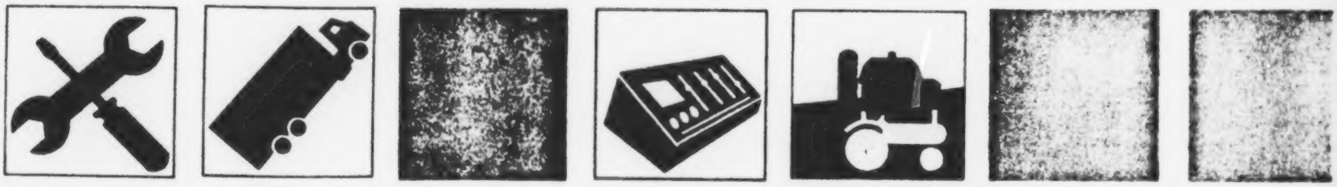

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	Education	Researching and computing	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Agricultural, Forestry, Fishing, and Related Occupations																		
Farm operators and managers			●	●				●				●		●	●	●		●
Fishers, hunters, and trappers														●	●	●	●	●
Timber cutting and logging workers														●	●	●		●
Mechanics, Installers, and Repairers (also see aircraft mechanics under air transportation occupations)																		
Automotive body repairers	PS			●							●					●		
Electronic equipment repairers (commercial and industrial electronic equipment, communications equipment, computer and office machines, home entertainment, and telephone repairers)	PS			●						●	●				●	●		
Home appliance and power tool repairers				●						●	●				●	●		
Mechanics (automotive, diesel, farm equipment, mobile heavy equipment, motorcycle, boat, small engine, and general maintenance mechanics)	PS			●						●	●					●		
Musical instrument repairers and tuners				●						●	●				●	●		
Vending machine servicers and repairers	HS			●						●	●				●	●		

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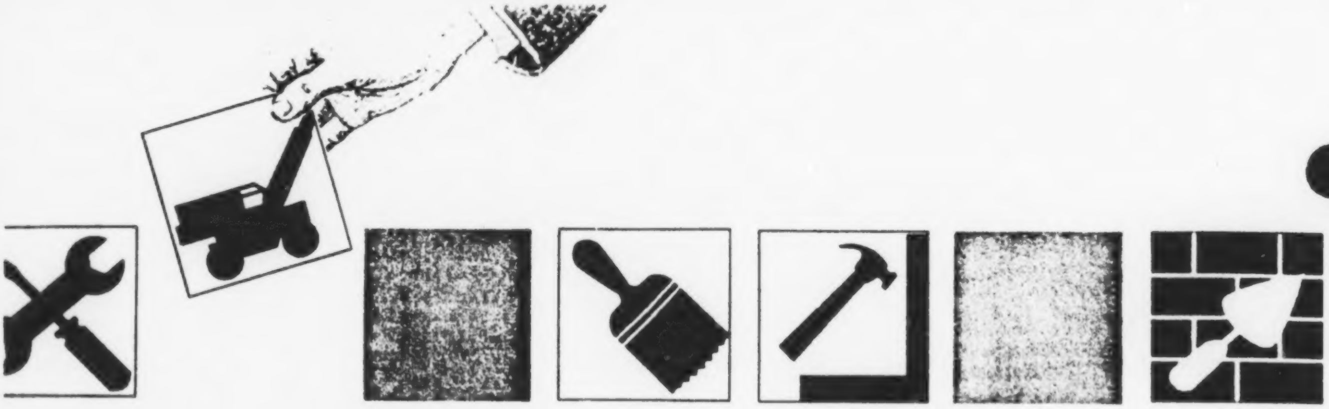

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Construction and Related Occupations																		
Bricklayers and stonemasons	HS, PS												●		●	●		
Carpenters	HS, PS														●	●		
Carpet installers	HS, PS												●		●	●		
Concrete masons and terrazzo workers	HS, PS														●	●		
Construction and building inspectors	HS, PS		●	●						●					●	●		
Construction contractors and managers	PS, C	●	●	●				●	●	●					●			
Drywall workers and lathers	HS, PS														●	●		
Electricians	HS, PS			●							●				●	●		
Elevator installers and repairers	HS			●							●				●	●		
Glaziers	HS, PS														●	●		
Heating, air-conditioning, and refrigeration technicians	HS, PS			●							●				●	●		
Insulation workers	HS, PS												●		●	●		
Line installers and cable splicers				●							●				●	●		
Painters and paperhangers	HS, PS												●		●	●	●	
Plasterers	HS, PS												●		●	●		
Plumbers and pipefitters	PS			●							●				●	●		
Roofers	HS, PS												●		●	●		
Roustabouts											●			●	●	●		●
Sheet metal workers	PS														●	●		
Structural and reinforcing ironworkers	HS, PS										●			●	●	●		
Tilesetters	HS, PS												●		●	●		

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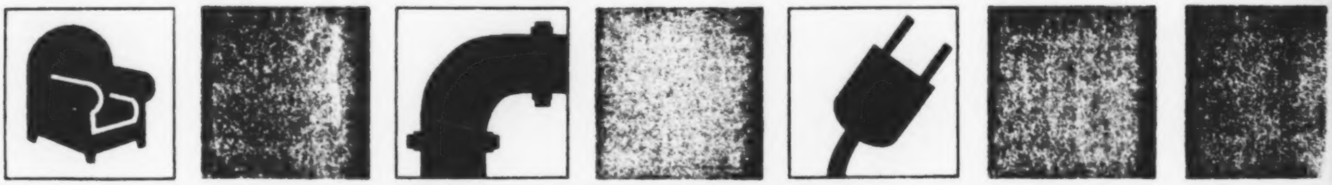

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Production Occupations																		
Plant and systems operators																		
Electric power generating plant operators and power dispatchers	HS		●	●							●							●
Stationary engineers	HS			●							●							●
Water and wastewater treatment plant operators	HS	●	●	●							●							●
Printing occupations																		
Prepress workers	HS			●							●							●
Printing press operators	HS			●							●		●					●
Bindery workers	HS			●							●		●					
Textile, apparel, and furnishings occupations																		
Apparel workers													●					
Shoe and leather workers and repairers										●			●					●
Textile machinery operators	HS			●							●		●	●				●
Upholsterers	HS																	

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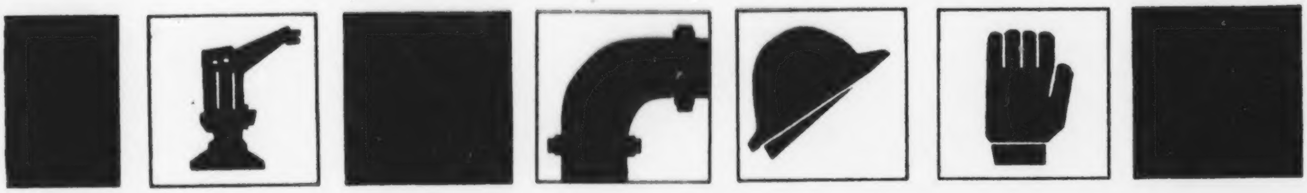

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	Education	Researching and computing	Analyzing and evaluating	Troubleshooting	Artistic expression	Instructing	Treating and advising	Supervising	Persuading	Public contact	Mechanical ability	Operating a vehicle	Repetitious	Geographically concentrated	Mobile	Physical stamina	Part time	Irregular hours
Miscellaneous production occupations																		
Blue-collar worker supervisors	HS			●				●										●
Boilermakers	HS		●	●							●				●	●		
Butcher and meat and poultry cutters	HS									●			●					
Handlers, equipment cleaners, helpers, and laborers													●			●		
Industrial machinery repairers and millwrights	PS		●	●							●				●	●		●
Industrial production managers	C		●	●				●										
Inspectors, testers, and graders	HS		●	●									●					●
Jewelers	PS			●						●	●							
Machinists and tool and die makers	PS			●							●							●
Metal and plastics-working machine operators	HS			●							●		●					●
Numerical-control machine tool operators	HS			●							●		●					●
Painting and coating machine operators													●					
Photographic process workers	HS												●				●	●
Precision assemblers	HS			●							●		●					
Tool programmers, numerical control	PS, C		●	●							●							
Welders, cutters, and welding machine operators	PS										●		●			●		●
Woodworking occupations	HS										●		●					

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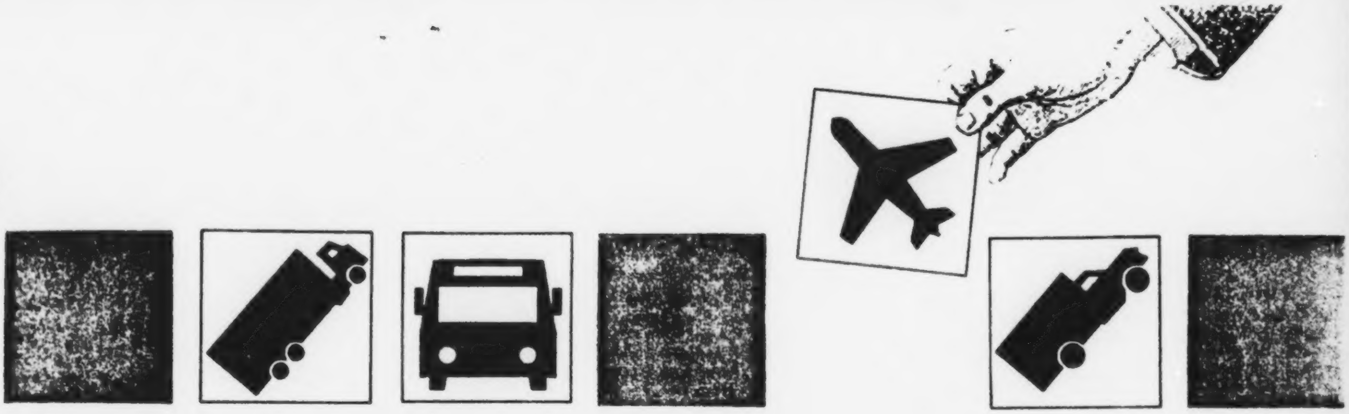

Transportation Occupations	Education	Data Information				People					Things		Working conditions					
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Air transportation occupations																		
Aircraft pilots	C			●								●			●			●
Air traffic controllers	HS, PS, C			●														●
Aircraft mechanics and engine specialists	PS			●							●					●		●
Flight attendants	HS, PS			●						●					●			●
Ground transportation occupations																		
Busdrivers	HS			●						●		●	●		●		●	●
Material moving equipment operators	HS, PS											●	●		●			
Rail transportation occupations	HS			●								●			●			●
Truckdrivers	HS			●								●	●		●	●		●
Water transportation occupations																		
Marine engineers and captains	C			●				●			●	●			●			●
Mates and seamen	HS			●							●				●	●		●

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